

# *The* **CLEARING HOUSE**

*April*  
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No. 8

The Integrated Courses  
in Los Angeles

*By* GERTRUD ADDISON

We Brought in the  
League of Women Voters

*By* REEF WALDREP

*Refer to:*

Teachers' Guided Tours Abroad: the Facts

*By* LOTHAR KAHN

Course for Dropouts Salvages 91%

FLYNN, SAUNDERS, & HOPPOCK

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Aerial Classroom: Geography from a DC-3's Windows . . .  
The English Teachers' Last Stand . . . My Summer Among  
the Car Salesmen . . . Guidance: 4 Students 10 Years Later  
. . . This Guidance English Teachers Can Give

*High Schools in Action*

# The Clearing House

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## NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,500 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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## THE CLEARING HOUSE

*A faculty journal for junior and senior high schools*

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*A 20-year perspective:*

# THE INTEGRATED Courses in Los Angeles

By GERTRUD ADDISON

**M**Y OWN first-hand experience with "integrated programs" goes back nearly twenty years:

First, as a teacher of English and social studies at Eagle Rock High School, one of the thirty experimental centers in the Eight-Year Study; next, as curriculum supervisor for English in the Los Angeles City Schools, during five years that saw the extension of the "integrated program" or "core" to most of our junior high schools and to many of our senior high schools, too; then, as vice-principal in four schools—one junior and three senior high schools in four separate communities—where the problems of the principal in administering an experimental program became clearer to me.

You don't lose track of what goes on in a school system when you move into administrative work. But you do learn some of the answers.

I bring you perspective. As the man says in the television show—I was there! But because I am at heart an old-fashioned English teacher, I begin my paper most unfashionably—with Tennyson. The poet laureate was an old man when he wrote "Merlin and the Gleam." He was speaking to the young who, he hoped, would follow his quest:

O young Mariner,  
Down to the haven,  
Call your companions,  
Launch your vessel  
And crowd your canvas,  
And, ere it vanishes  
Over the margin,  
After it, follow it,  
Follow the Gleam.

The teacher of English who through the past twenty years has "followed the gleam"—that magic light set burning when *An Experience Curriculum in English* was first published by the National Council—has never been at a loss in what we are today calling an "integrated program." On the contrary, he has been offered his finest opportunity for creative teaching of the language arts, in the bringing together of many related areas of content in a truly unified set of learning experiences.

He has been able to lead his students into a fuller enjoyment and understanding of literature by relating literary experience to interpretations echoed in music and the graphic arts. He has led them to an enriched appreciation of the complex of human relationships—past and present, and strengthened them for better day-by-day living in their own expanding world. Our gifted teacher of the language arts has guided

young minds and ears and tongues and hands into clearer and finer lines of communication and personal expression, strengthened beyond measure by his own awareness of the wholeness of life as mirrored in the microcosm of his classroom.

I hear you saying to yourselves, "This appraisal has begun in an amazing vein of extravagant idealism!" Well, let's dream a little longer, while we look back twenty years, at those educational events that shattered the English teacher's ivory tower (where he never really belonged), took the "experience curriculum" beyond the English classroom, far afield, and led us to our "integrated program."

Back in the nineteen thirties, many of us were pioneers in a new educational movement. We learned new words and much of the meaning behind them—foreign words like "Gestalt"; American words in new context, like "integration" and "insight," and "emotional maturity"—all of them relating directly to the process of learning in the life of "the whole child." We were coming to understand that, psychologically and spiritually, the whole is always something greater than the sum of its parts; we saw our student in a new light.

We began to take into account all of the harmonizing or conflicting forces that had made him what we found him to be. We undertook to expand and adjust his learning experiences in terms of all that we could learn about him. We studied him to find out what he was and "how he got that way," how far he had come along the way of learning and of growing up, in wholeness and in strength for his future. We tried to define his needs—as we could recognize them and as he must feel them.

As a next step we began to devise patterns of guidance and curriculum in keeping with new purposes and processes. "Let us provide for continuity in guidance," we said. "Let at least one friendly and understanding teacher remain in contact with this child and his group, following his learning and

his maturing throughout several semesters or even through several years. Break through the time-honored barriers between school subjects and departments. Loosen those conventionally rigid bell schedules, give time for the student's learning life to expand and deepen. Let his powers of language grow to serve his growing needs. Bring together in a rich, unifying environment, related kinds of learning from many areas of our culture, which, when merged and clarified in the student's experience, may give more meaning and greater integrity to himself and his understanding of his world."

So it came about that we planned in terms of a "core curriculum" of general education. We drew together, often into one lengthened class period, learning experiences involving the heritage of every young American—his birthright of knowledge and skills, with history and government, art and music, sometimes even science and mathematics. Along with these we undertook to foster his growing power and appreciation in the language arts. Here was the beginning of our "integrated program."

The whole idea was inspiring. The "core," while still just budding, offered great promise, and suggested the most remarkable possibilities for improving secondary education. It is our present business to examine—Which of these possibilities have been realized, have been tested and proved? Which have bogged down? In either case, why?

At this point we need to stop for a long look at the secondary-school administrator, God bless him! (Here, alas! ends the dream-like prologue-to-appraisal. Practical considerations bring the story down to earth.)

The high-school principal, especially in a large city, is a very busy man. If, in addition to being an administrator, he is also an educator, he is an exceedingly valuable man. Normally he loves a smooth-running, settled schedule. He loves an undisturbed community. He is required to work within a bud-

get. He must plan his educational program within the limitations of available personnel. When all this interest in revising the curriculum began, many able leaders of our nation's high schools had caught the "gleam" and were willing to experiment. Others less venturesome—less enlightened perhaps—were "blind to the magic, and deaf to the melody," or instead merely sat back waiting for the whole thing to blow up. Of course, after a while there were the bandwagon riders, too.

To devise those complicated experimental schedules took patience, great skill, and more than a modicum of faith on the part of our gleam-following principal. All of his ingenuity and organizational talent were needed. Suiting the framework to the need, he provided flexibility of room schedules and teacher programs; he persuaded teachers to respect and share one another's subject matter as well as students; he experimented with lengthened and shortened school periods; he stretched the book budget, and did his best to implement an adequate audio-visual service. Most of all he tried his conscientious best to find teachers who were ready; and this was difficult.

Without the principal's dedicated interest and without his skillful management, no "integrated program" has ever been successful. Without teachers well prepared and enthusiastic, even the principals' conscientious best has never been enough.

In earlier days no university was consciously offering preparation for the "core program" (although more are doing so today). Soon, however, several smaller, liberal-arts colleges recognized the importance and vitality of the new trend and began offering summer workshops for teachers. In fact the idea of the educational workshop was born in this new context.

Obviously the high-school teacher, then as now, was typically a specialist in subject matter. But once he had been converted to the new gospel and had begun to regard the adolescent himself as the inspiration

#### EDITOR'S NOTE

*For almost twenty years Mrs. Addison has been associated with the integrated program in Los Angeles, Cal., secondary schools—as teacher, supervisor, vice-principal, and now as supervisor of English for the Los Angeles senior high schools. This is "the story of one city's experience with a great and promising movement," and an appraisal of its present status.*

and chief content of his course, he promptly became eligible to participate as a "core" teacher. The principal—the gleam-follower—soon identified the "integrated personalities" on his staff. The teacher with a good "guidance" personality was a godsend. Did it matter whether he had depth of background in any field but his own, so long as he had breadth of interest; so long as he was the kind of person who appreciated the needs of students, and could claim their confidence?

So he (or she) was a fine social-studies expert with only incidental interest in the language arts. He could learn, couldn't he? Here was a teacher of wood-working, a wonderful fellow! He had done Y work, and had been a scoutmaster for years. Boys and girls alike responded to his warm-hearted interest in their problems and respected his upright leadership. He had studied history and government. He had a university degree. Of course he could handle the social studies and language arts in the "core" program. Just the man for those ninth graders! The personnel problem seemed to be solved, temporarily at least, and things began to move.

Teachers had never studied so hard as did those early "integrators"—and I was one of them. Never had work seemed more rewarding. For us, as for our students, the world became larger. We *had* to grow; and it felt good.

Principals, meanwhile, continued to have

their difficulties. Selection of personnel was only the beginning. This kind of program was costly, in money for books, audio-visual aids, trips to study resources and problem areas in the community, etc.—costly, too, in the time and energy and talent of teachers, and of the principals themselves.

The great depression was still with us, and war clouds were gathering. Money for out-of-the-ordinary processes in education was hard to come by. Community groups, parents, taxpayers' organizations began to eye the schools, looking for sinister implications in all this new-fangled experimentation.

Now it is well known that all education, to succeed, needs the moral support as well as the financial backing of a good community. Communities consist most importantly of parents; and it is axiomatic that many a parent distrusts change in matters affecting the content—even the method—of his child's education. Always in the background encouraging this distrust are those forces in the community hostile to any but the most meager expenditure of public money for education.

Therefore, in any time of educational readjustment, the administrator must be sensitive to the readiness of his community. He must set a pace that suits its receptivity. He must know which steps may safely be taken early, which must be delayed if they are to be accepted. With all these safeguards he must either be able to interpret, literally to *sell* his innovations to his community, or else bear the brunt of its disapproval. And as we know to our sorrow, the brunt can be pretty rugged! But he must bear it in order that teachers, protected by his vigilance, may go about their essential business, so far as possible unhampered.

So, through the thirties and into the war years, the high-school principals who cared about all this met their budgets, developed their personnel, solved their organizational puzzles—in short, carried on. And in some

cases they carried their communities with them.

In spite of all the difficulties, the trend to "integrate" survived. To be sure, during the war years the term seemed to lose most of its psychological connotation. Its use survived mainly in the junior high schools, where the lengthened period of "unified studies" appealed strongly as a technique for guidance and adjustment, useful in helping the child who was leaving the "unified" environment of the elementary school, to make a successful transition to the pattern of classes in the high school. "Integrated course" or "integrated program" came more and more frequently to be applied to combinations of content or subject matter, as alternative terms for "unified studies" or "core." In Los Angeles we tried for a while to use "social living" in our official nomenclature; but before long we had settled for the hyphenated English-social studies, or in less official context, just "combined periods."

We seemed to be traveling far away from the organismic view of the child's life and learning, which had been the very heart of our original program. As a matter of fact appearances were deceptive. Concern for the "whole child" continued to motivate most of our teaching and much of our administrative planning, regardless of the pattern of our curriculum. And it does so today. We talk less about this central concern because, in the junior high schools at least, we simply take it for granted.

At this level the integrated program appears to be "a natural." In our city, nevertheless, it is far from being the universal pattern. Many schools schedule it in the seventh grade, fewer in the eighth. In the ninth grade, where academic electives and vocational choices begin to complicate the master schedule, the course of least resistance frequently wins out.

So much for the structure. Course content is another matter. Although 51,260 of our 91,000 junior-high-school students were re-

ported as enrolled in the hyphenated English-social studies classes in the fall semester of 1952, not all of them were receiving the full enrichment of the "core" as envisioned in the early days when, "moving to melody, Floated the Gleam." In many schools the course so described means merely: one group—one teacher—two periods, with English in one period and social studies in the other. Often it means (although this point is highly controversial among us) a magnificent social-studies class of double length, with the degree of enrichment from other cultural areas depending entirely upon the interests and resources of the teacher.

In the best junior-high situations, the language arts are fostered conscientiously, through excellent work in vocabulary development, speaking and listening activities, use of the library for research and free reading, discussion, *et cetera*. We prefer to believe that these situations are representative. Perhaps we should note also that between three and four thousand of the pupils in integrated courses are members of Special Training or Development classes for the mentally retarded.

In the senior high schools, there is little left to remind us of our exciting, pre-war ventures—so promising especially in the eleventh grade, where requirements in American history and literature created another of those natural points of fusion.

"The Gleam that had waned to a wintry glimmer—" lost its vitality completely in the face of the same old administrative difficulties. It was harder to convert teachers in the upper grades. There was less willingness to experiment with new patterns; and the importance of intensive study of subject matter loomed larger, with older students requiring preparation for college or development of "marketable skills."

College preparation in particular seemed to require more concentrated application, not only in areas of academic specialization, but notably in the language arts. The Eight-Year Study in the nineteen thirties

had demonstrated the validity of the "unified studies" approach where college preparation was concerned. Here again, however, matters of cost and personnel were factors. The thirty schools in that experiment either were more opulent from the first, or received extra allotments of both funds and materials through the Foundation that sponsored the research, or from their own school boards. Teachers were carefully selected, and received special in-service training of an exceptionally high and appropriate quality.

One high school in Los Angeles (Eagle Rock) participated in the Eight-Year Study, and enjoyed some of these advantages. But the rest of our senior high schools tried valiantly for several years to follow along, adapting the normal facilities provided for the conventional curriculum. The big-city shoe string just wouldn't stretch, and bit by bit the whole movement languished.

I have given you the story of one city's experience with a great and promising movement in secondary education. In my first paragraphs I tried to recapture the lift and thrill I knew myself as one of those pioneering teachers. The problems faced by the principals, under whose leadership the work prospered for a time, I have come to understand in retrospect, in the light of my own more recent work in administration.

I must assume that our experience in Los Angeles has not been duplicated or approximated elsewhere. Nevertheless, it is reasonable to suppose that what has happened here may yield both storm signals and reassurance to other cities. Problems of scheduling, finding appropriate personnel, and financing have produced great administrative difficulties. We have been forced into the "two-steps-forward and one-step-back" routine, which after all is a realistic way of defining the kind of progress most familiar to us.

The precious residue still underlies all of our curriculum planning. Like the wise



thrush, we would not have you think we "never could recapture the first fine careless rapture!" In many of our classrooms, perhaps in most of them, one finds less of the disproportionate emphasis on subject matter for its own sake, more and more concern for the student's true needs—for the value of the subject matter in his own particular life, and his ability to utilize it. We have learned that structural devices such as "integrated programs" may foster the true integration of growth and learning. We have learned also that the same goals may be achieved by the *best teachers* in separated subject-field classes.

I want to make especially clear this one point in my own understanding of our work. I still believe deeply in the truth about the English teacher's opportunity as I expressed it in the first paragraphs of this paper. On the other hand, I believe with equal firmness that, guided by the philosophy of the National Council's Curriculum Committee as set forth in *The English Language Arts*, the teacher of English can meet, fully and adequately, the problem of integration in his own separate classroom. I

believe further that only rarely can the "integrated program" succeed and be adequate without the contribution of a specialist in the language arts, either in charge of the program, or assigned to cooperate—with ample time provided.

There it is—an administrator's appraisal. Make what you can of it!

As you must have seen, I get a bit sentimental when I let myself dwell with those memories. Those were happy years! Today I am the old-timer, a veteran, writing especially for those among you who, in this new time, are bravely setting forth on your own venture. My story should leave you undaunted. Its lessons should help you to get your bearings and chart your course more safely. With sound knowledge of currents and winds and shoals, you can steer clear of the reefs as you search for the shore lights. Be very realistic, O Young Mariners! But

Launch your vessel  
And crowd your canvas,  
And, ere it vanishes  
Over the margin,  
After it, follow it,  
Follow the Gleam.



## Athletics for All Boys in Seale Junior High School

In defending the athletic program in our secondary schools, coaches and physical educators are often confronted with this challenge, "If all of the advantages and opportunities for worthwhile development actually accrue to boys participating in the athletic program, why not make these benefits available to all boys?" We have attempted to meet this challenge at Wynn Seale Junior High School, Corpus Christi, Tex., with a well-rounded program of intramural activities.

Wynn Seale . . . is a junior high school with a bursting enrolment of over 1,600 seventh- and eighth-grade bundles of energy. Three years ago the decision was made to set up an intramural program to supplement the specialized program of athletics. It had become apparent that an inter-school athletic program alone could not care adequately for the needs of 800 developing young boys. The program was set up with these objectives in mind:

1. To make available to as many boys as possible

the benefits claimed for participation in an athletic program.

2. To furnish comparable activities to those boys who desire to participate but for various reasons are ineligible or cannot "make the varsity squad."

3. To contribute to the *esprit de corps* of the school; to make school attendance more desirable and satisfying.

4. To aid in the selection of the best available materials for the varsity squad.

In the initial year an exploratory program of only three activities was offered—touch football, basketball, and softball. The response was overwhelming. Wynn Sealers have wanted more of these same activities each year; every effort has been directed toward gaining a greater and more inclusive participation in all the aspects of athletics.—MACK E. McLEOD in *Texas Journal of Secondary Education*.



# We Brought In *the* League of WOMEN VOTERS

By  
REEF WALDREP

A BAND OF teachers teamed up at Oak Ridge High School in the name of citizenship and brought a benevolent kind of Trojan horse into the high school. The building was soon invaded by a horde of women who turned out to be as well-armed as any core teacher or social-studies teacher.

The women came from the League of Women Voters, one of the city's most active organizations. They came because the League of Women Voters is just as concerned about citizenship as are the teachers. Says the president of the Oak Ridge LWV, Mrs. R. K. Browning:

"The purpose of the League of Women Voters is to promote political responsibility through informed and active participation in government."

Then she points out: "A major aim of the Oak Ridge Schools is to develop the students to literate citizenry, sensitive to and educable about the problems of government within the democratic framework."

So when school and community organization have a mutual target, they combine and cooperate.

The high school itself was already drawing heavily on the resources of the Citizenship Education Project. Through this organization with headquarters at Columbia University the school was drawing on the ideas of 527 school systems in 37 states and Hawaii.

Now, with the leading women of the city invading the classrooms, the school could draw on manpower right in the community—adding informed "teachers," for the local

League was busy with research in citizenship. As Mrs. Browning puts it: "When we realized that because of our 33 years' experience in government we had a wealth of materials and techniques which would be helpful to both the students and the teachers, we launched the Citizenship Education Project. . . ."

The League in turn gained help in the very real problem that faces the "baby" city of the atom. Getting out the vote in this city is a big problem, since the vote doesn't count for much. The city, at the start of 1954, is government-owned and operated, with a town council on an advisory basis only. The city began literally in 1943 and the league has done yeoman's work to make the city vote-minded.

Not to be outdone by the women who came to their classrooms to help, the pupils went to the community at election time to help the women at their work—getting out the vote. Student voices were heard on the local radio stations. They painted posters.

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## EDITOR'S NOTE

*If you would like to add many informed, capable social-studies teachers to your staff, for free—just call in the local League of Women Voters, advises Mr. Waldrep. In Oak Ridge, Tenn., High School, where he teaches, members of the League are available to the social-studies classes for all kinds of special purposes, and are no end of help to teachers and pupils. The League's purpose is to educate voters—and this can include future voters, too.*

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They polled local citizens on the issues. They made homeroom speeches to urge young people to get mom and dad to the polls. And they worked at the polls as baby sitters.

The League helped boys and girls on other occasions. When a class needed to see the county court in action, experienced, "court-wise" women were on hand to escort them. Whenever the government-studying youngsters need to see the town council in action, a woman from the League is available.

Even in the work of the League the high-school students lend a hand. The LWV is busy revising a booklet, *A Survey of Anderson County*, and the young people are looking in on the job.

The League is a "civics book" which leads to other "books." For example, every good civics book tells students that there is a sheriff. Students in our project don't stop there; they interview the sheriff.

When the resources of these leaders are behind you, your goals can be on the grand scale. The women can help with the study of government in the surrounding counties, and they can also help with plans and know-how when the ideas get bigger.

A group of students are planning and building for an exchange trip this spring to study more distant civic life. Local women will help with the plans, along with parents.

Another class is getting help in its project. Says one of the pupils: "We are planning to make a booklet to send to a foreign country to show them our way of life in Oak Ridge." To make the booklet complete and

rich, local members of the League are available.

One class had a lawyer in to talk about the fine points of government.

The League makes it possible to draw on many people. A librarian entered the picture because the head of the Oak Ridge Public Library is a member of the LWV.

Parents who haven't opened a school book in many years, open them as members of the League. They don't have to have a son or daughter at Oak Ridge High, either. For instance, the wife of a prominent atomic scientist. She has children not yet in high school, but she helps.

With extra teachers at hand with facts at their finger tips, the limits of the achievable are pushed back. The community and school understand one another. No argument exists about the importance of good citizenship in the United States. Everybody agrees that a nation's survival depends ultimately on the quality of its citizens. Everybody agrees that the money poured into public education is spent to make better citizens. Regardless of disagreements on the fundamentals in education, there is general agreement that the basic necessity is to develop in the schools and in the home intelligent, thinking, creative, producing citizens.

In Oak Ridge, as elsewhere, this agreement extends to the League of Women Voters. In other cities business men, union leaders, city officials, and professional organizations have given similar assistance.

The public schools can use more of such invasions by soldiers for citizenship—the members of the LWV.



### The Hollow Shell

But movable furniture and new textbooks did not of themselves bring about a really progressive school. Much of the movable furniture was moved only when the janitors swept the floors. Insofar as the manner of use was concerned, the textbooks might as well have been ten or twenty years old.

The spirit, the galvanizing spark, the basic philosophy of the true progressive simply did not come into many of the classrooms. A pseudo-progressivism was present. It was a sorry substitute for the genuine spirit which should have been there.—SAMUEL ENGLE BURR, JR., in *The Phi Delta Kappan*.

# Teachers' Guided TOURS ABROAD

*A frank  
assessment*

By  
LOTHAR KAHN

**D**URING THE PAST SUMMER an estimated half-million Americans made a pilgrimage to the tourist shrines of Europe. A goodly number of these transatlantic travelers, many of them teachers or prospective teachers, had loftier purposes, however, than admiring the crown jewels in the Tower of London or whiling away an evening at the Folies Bergère.

Touring in groups, often under the leadership of a college professor, they were imbued with an earnest desire to learn first-hand about Europe and, upon their return, to put their newly gained insights at the disposal of students, friends, and community. Colleges and universities, by granting course credit, and boards of education, by upping the salaries of the traveling teacher, registered concrete approval of supervised educational travel. Both authorities proceeded on the assumption that travel, in general, is broadening, and international travel, in particular, can lead to a better understanding of foreign cultures.

I do not wish either to question or to belittle this assumption. However, I have become convinced that summer travel beyond our borders, even under the best guidance, can be as misleading in its effects as it can be instructive and informative. Much has to be done by way of experimentation before such travel can live up to its high potential for international amity. This conviction is the outgrowth of direct experience as the leader of one group and of frequent contacts with travelers from other university tours.

While actually there exists a multitude of international travel programs, four types

appear to be more popular than others.<sup>1</sup>

First there is the so-called Friendship Tour, often carefully planned in advance. Generally such a tour involves frequent contact with organizations of good will abroad. While it is true that many times the participant in this type of excursion returns a more confident, enthusiastic, and more idealistic man, it is not unlikely that he has been deluded into a not always justifiable optimism. Often he has been in contact, for the most part, with people sharing his initial interest in, and enthusiasm for, better international relations.

I do not mean that the German or French organization which was his host was not critical of the United States or other countries. Nor that there was an undue amount of either tergiversation or sugar coating. But by the very fact of meeting together, host and guest showed that they had for each other that respect, understanding, or tolerance which, on the governmental or national level, is at present only an ideal.

Not infrequently the host group is homogeneous in the sense that it consists of adherents of one political party or is united by a strong religious interest. In the absence of broad associations, the American visitor is likely to equate the attitudes and beliefs of this small, friendly host group with those of other Germans and Frenchmen.

Intellectually our tour member realizes that not all Frenchmen feel this way or else

<sup>1</sup> The four types listed here overlap. Only the dominant trait of each is briefly sketched in these pages.

much of what he has ever read about France is contradicted. Practically, however, he will always see before his mind's eye this small and select and pleasant group with whom he spent such interesting moments on his European tour. Unquestionably a valuable experience, this friendship tour is somewhat artificial and unrepresentative and unwittingly misleading.

A second type of transatlantic travel centers about some subject-matter interest. The art, music, literature, or education tour will lean heavily on museum visits, music or dramatic festivals, or interviews at Ministries of Education and observation of schools, respectively.

From an aesthetic, artistic, or cultural standpoint these trips are invaluable in vividly resurrecting the great heritage of past years. From the point of view of political or social insights their merit is open to doubt. Too often the impression created in the college classroom at home that every Frenchman is an expert on Gide, an admirer of Molière or Racine, a connoisseur of Delacroix and Ingres, is not dispelled, but even intensified.

During most of his sojourn abroad, our American traveler moves in an unnaturally narrow milieu which may never broaden sufficiently to be called representatively French or German. He sees only the intellectual element, the smallest in any population, and its characteristics may be imputed to the masses.

One of the mistakes commonly made in American estimates of the cultural scene abroad is precisely this attributing of a general intellectuality to all Europeans. The literary, philosophic, artistic, and musical glories of two thousand years are associated in the minds of many Americans with a collective present-day European intellectuality. This erroneous impression may be reinforced by this second type of tour.

Then there is the type of educational peregrination based upon the idea that a

knowledge of home and family life is the surest way to understand the Frenchman or German. This belief is essentially sound. Unfortunately, the number of European families able, financially or otherwise, to receive an American visitor is limited. Generally, a student or teacher lives with or has access to only *one* family. Since this family, more often than not, is an economically privileged one, its way of living is not representative of that of the entire nation.

The atypical nature of this experience can easily be forgotten under the pressure and excitement of a steady and concentrated flow of new and sometimes overwhelming impressions. Certainly this particular form of travel contains the germ of a splendid idea. In practice, however, it fails to realize its rich promise.

Finally there is the Grand Tour itself. Its educational aspirations have been derided by many, at times with annoying flippancy. Occasional lectures and explanatory commentaries by the professor-tour leader are its only claims to educational value. This tour is inferior to others in that its contacts are limited, in the main, to people in the tourist field only. It is superior to other forms of educational travel in that the experiences provided are more varied and less contrived. Enriched by prearranged special visits to places of particular interest, such as international organizations housed in Paris and Geneva, the Grand Tour can compare advantageously with other educational summer trips.

I have attempted to point out some glaring weaknesses in the college-sponsored travel opportunities now available to American students and teachers. Of course, the chief source of misconceptions about foreign cultures resides in the human trait of prejudging or judging too hastily. For example:

1. *Opinions are based upon limited or non-representative evidence.*

One illustration comes to mind with particular force. The Parisian guide of one

group had either a particular personal fondness for Napoleon or found him a figure very easy to dramatize for his audience. Every other sentence referred to the great genius of the Emperor, and virtually all the monuments the guide singled out for inspection were "the grateful expressions of a grateful nation to her most glorious soldier." Several of the ladies in the group were quick to conclude that the French must love Napoleon and the military, if not war. The fact subsequently pointed out to them by their professor-tour leader, that, in the 20th century, at least, the French have continually voted against Napoleon and have, in fact, shown a fanatical abnegation for the "man on horseback," succeeded somewhat in counteracting a very erroneous impression.

In my own group, a friendly English hotel porter or a courteous Dutch storekeeper or a romantic German bus driver or a rude French railway official or a poorly cleaned Italian hotel room would often lead to the quick assertion that the English were friendly, the Dutch courteous, the Germans romantic, the French rude, and the Italian dirty.

Sometimes these generalizations, built upon first-hand, on-the-spot—though limited—data, had the saving grace of modifying previously held stereotypes based upon second-hand, long-distance, and equally limited evidence. The most interesting among these constructive but somewhat dubious modifications of view pertained to the Englishman.

Before the trip many tour members believed him to be cold, unfriendly, reserved, "stuffy," and even arrogant in his insularity. After direct contact with him he was still overly dignified and reserved, but he was also warm and friendly and both courteous and cooperative. Not only had certain features of the old portrait been altered, but many had become clearer, more sharply drawn and nuanced.

## 2. Transferring national values to a

### EDITOR'S NOTE

*When you sign up for that group tour to Europe, just what can you expect from your investment? Dr. Kahn, who has been a tour leader himself, explains the good and bad features of three different kinds of guided tours that are available, and suggests some improvements that could be made in them. He is assistant professor of modern languages at Teachers College of Connecticut, in New Britain.*

### foreign situation.

The belief that anyone who wants to work can find work has been one of the most cherished and tenacious American convictions. Born of frontier optimism, this idea has survived the onslaught of time and much evidence to the contrary. Questionable at home, it is clearly anomalous abroad.

In the Naples section of Italy nearly one-fifth of the total population is unemployed because of a combination of factors—absence of industries, ravages of war, etc. It was hardly surprising, therefore, that an army of beggars would besiege American tourists when they were outside the protective fortress of their hotel. Among many traveling teachers the idea that "Italians are lazy" steadily gained favor. After all, "anyone who wants a job can find one. I've always said that and I believe it."

Very few arguments, and seldom those of an abstract economic or social nature, could shake this deeply ingrained faith. It was only slightly more successful to point out that people who were strategically stationed as early as 6:30 A.M. to sell two-dollar defective Parker pens to American tourists, could hardly be called lazy, but only poor and desperate. Similarly, our own national high regard for personal hygiene and cleanliness, made possible by a superior technology and high standard of living, cannot be shared by peoples less fortunate than ourselves. Nevertheless, many American col-



lege graduates are prompted to conclude that "Italians and Frenchmen are just plain dirty."

3. *Intellectual acceptance of facts; emotional rejection of them.*

When they are first admitted to a travel group, the tour participants are forewarned that they will not enjoy all of the comforts they are accustomed to having at home. For the sake of individual and group morale and also from the standpoint of a successful learning experience, this admonition is indispensable. More likely than not, upon hearing this warning, the student eagerly signals his willingness to accept the situation.

Upon arrival in Europe the younger participants, an occasional plaintive utterance notwithstanding, are successful in accepting most conditions. The older traveler, especially if female, often fails. Fatigued by strenuous travel, sightseeing, and studying, uncomfortable because strange foods have wrought havoc with her digestive system, dismayed by inferior service and poor beds, she may appear so spoiled, demanding, and aggressive as to unwittingly make recruits for the local Communist Party.

This tourist's entire opinion of a country visited—especially toward the end of her journey—will be painted in the darkest colors. With her emotional disposition and physical condition at a low point, she is not inclined to entertain friendly feelings toward these foreigners who accept her money but give little in return.

In orientation sessions at home and on the boat, the tour member has usually been told about Communist posters and inscriptions bidding Americans to go home. He earnestly seeks to understand the political, economic, and social factors underlying these hostile sentiments. Too often the philosophic attitude with which he accepted this propaganda when first told about it evaporates at the first contact with one such poster. Unfortunately, the just indignation

which replaces it is not confined to the Communists responsible for it, but extends often to the entire population.

Other instances of the questionable effectiveness of a mere orientation period could be set forth if time and space permitted.

4. *Other factors impeding a successful educational experience.*

Many of these can be traced back directly to a lack of ready knowledge, a great handicap when the limitations of travel do not afford easy access to a library. Insufficient historical, political, economic, and literary information about countries visited makes it difficult to reconcile such contrasting phenomena as the great opulence of Italian cathedrals and the stark poverty of the dwellings surrounding them, the immense beauty of art treasures preserved with infinite care and the distressing squalor of the human beings, the vast wealth of some and the hopeless indigence of others. Americans, not quite accustomed to these rash contrasts and even less to conditions rooted in such a remote past, are inclined to make brisk suggestions for their removal. The sight of children, dirty and ill-clad, begging at the tourist stops, of women soliciting in the streets, of old men and women being chased by waiters for having asked for a piece of bread, creates a strong enough impact upon the visiting American to awaken his social conscience. His lack of historic and political insight, of appreciation for the values of the people visited—especially their cultural pride and religious convictions, makes him advance the most ludicrous proposals for the correction of social evils. I have heard numerous educated Americans propose in all seriousness that the old Italian palaces be dismantled, the churches deprived of their ornaments, and the art treasures sold. "Just think what the government could do with all that money!"

More gross, but not more dramatic, examples of misinterpretation due to inade-



quate knowledge could be cited. The main inadequacy, of course, is linguistic. In my own group of eighteen American teachers, the total language background represented reached the absurd total of two and one half years of language study for all tour members combined: one college quarter of Italian for one student, two years of French for another, one quarter of French for a third. And there it ends!

No wonder that two Germans, on different occasions, felt so supremely confident of our ignorance of their tongue that they loudly insulted us in it, while blandly smiling at us. Being restricted in one's contacts to English-speaking people, and in one's reading to Anglo-Saxon publications, narrows considerably the scope of the travel experience and lessens its import. Speaking the language of every country we toured, I often offered my services as an interpreter. However, this is too formal a device to be employed with any frequency and continued success.

The reader may ask himself—and with some justification—why have a professor as leader, if not precisely to supply the necessary facts, point out possible fallacies in reasoning and approach, and correct erroneous impressions? There are several answers.

First, the leader does, of course, do this, but within reason. If he did not use discretion in choosing his moments for explaining, questioning, and correcting, he would be speaking almost continuously and his effectiveness would soon be gone.

Second, few people will spend \$800-\$1,500 on a European trip for its educational worth only. They will not invest what are, for many, their life-time savings, only to be subjected to constant lectures or made to feel they are continuously in a classroom. The delicate balance between work and pleasure must be maintained.

Third, the instructor cannot—especially in the light of the aforementioned facts—and should not, take the place of the text-

book or other readings. Quite clearly, then, the tour leader is limited in what he can do by the nature of his position and of the travel situation.

It has been the specific purpose of this article to reexamine the educational tour as a means of acquiring correct on-the-spot information and impressions of foreign countries and the people inhabiting them. In the process of this analysis the *a priori* assumption that international travel will, of and by itself, lead to desirable results, has been questioned. However, it has not been the aim of these pages to destroy confidence in supervised summer excursions abroad. They have value now, but they have not nearly attained their potential.

How can this potential be achieved? With some misgivings I venture to advance a few proposals for improving these tours. At the same time I hope that an international organization like UNESCO—or possibly an American foundation—may see fit to assist in some sorely needed experimental investigations. Perhaps some of the following ideas may aid in devising an experiment:

1. The course should be offered on a two-semester basis—the semester preceding the summer trip to be devoted to lectures and intensive readings, the summer semester to consist of the trip itself. This system should permit the maintenance during the trip of a happy balance between serious work required by academic standards and the pleasurable pursuits which a large investment warrants. No one should be admitted to the laboratory course (trip) who has not first completed requirements for the other.

2. In the theory course instruction should not be confined to information about the countries to be visited. Instead it should be expanded to include sociological principles which will guard against easy generalizations. It should also concern itself with modes of preparing the student for some of

the psychological surprises, if not shocks, in store for him. Such devices as psychodrama, socio-drama, and films may prove helpful in mentally preparing the student for the trip.

3. Assuming that the actual sojourn in Europe will last from seven to eight weeks, no fewer than two or more than three countries should be explored. In the three and a half weeks in each country, the first ten days might see each tour member living with a native family, the whole group to be distributed over three or four neighboring villages. A second week could be spent visiting cities of varying sizes—their schools, hospitals, city halls, churches, industries, etc. The final weeks might be devoted to more conventional sightseeing.

In this manner, an insight could be gained into family and village life (impressions can be compared at occasional group meetings), into the present state of social and political institutions and, finally, into the age as well as cultural wealth of the country.

UNESCO—or a foundation—might provide the funds necessary to make the contacts. It is not likely that even our richest universities would be willing to assign the nec-

essary staff members to such a project. Yet experimentation on different forms of travel is urgently needed.

4. Students should be admitted to the courses only after careful selection. People interested mainly in having fun or garnering a few credits while being amused in the process should be excluded. Poor risks in terms of social living or physical stamina should likewise be weeded out. Only those willing to abide by all conditions, especially the two-course requirement, should be accepted.

5. A three-day evaluation session, to be held six weeks after returning home, would be useful. The interval is necessary for resting after a strenuous journey. It allows more personal elements to recede into the background and lets the student regain perspective.

Summer travel abroad under competent direction can be a great educational force for understanding the world we live in. But present programs must be subjected to careful reexamination and new ones to intelligently designed experimentation if progress is to be made in this relatively unexplored field.



### *Class Size and Delinquency*

One of the most important phases in connection with the problem of preventing delinquency of children is reduction of class size to a point where teachers may give greater attention to the needs of individual children—especially to the small minority of children and youth who are the nation's potential criminals.

Recent studies have shown that many children and youth might have been saved from embarkation upon lives of crime if someone had merely taken a kindly interest in them. Many children, deserted by delinquent parents and isolated from the affection of any human being, crave the understanding and sympathy of an adult friend. For these children the teacher must serve *in loco parentis*.—IRVIN R. KUENZLI in *The American Teacher*.

### *The High-School Senior*

What is a senior? There are moments when we are tempted to define him as the most exasperating, smart-alecky know-it-all in the whole pupil species. But remembering that these very earmarks of an increasing independence are, in a sense, our most cherished educational goals, we, of course, ultimately derive our chief pride from just such manifestations of growing competence and self-confidence.

The senior's occasional arrogance is admittedly painful to the teacher or sponsor, but our recognition that it comes from a sense of his own cultivated and maturing powers is, after all, educationally gratifying. To wish for a greater docility on his part would be to refute our own prolonged efforts to help him in the necessary development of the willful poise and self-possession of an adult.—M. L. STORY in *School Activities*.

# AERIAL CLASSROOM:

Geography classes get an "overview" of the terrain of their county from a DC-3's windows

By  
JO KRESS

TAKE-OFF time was 1:45 P.M. at Greater Pittsburgh Airport on November 19th, 20th, and 23rd. At this hour eighth-grade students taking the Pennsylvania geography course at West Allegheny Junior High School, Imperial, Pa., boarded a DC-3. This plane, between its scheduled commercial flight commitments, would be their "aerial classroom" for the next thirty to forty minutes while they acquired, on the spot, some geographical concepts, for the plane was off on a tour of Allegheny County (Pittsburgh, and Pennsylvania's western industrial river valleys region particularly).

Once the ship was airborne, students soon forgot those first moments of tenseness and anxiety and were at once completely enthralled. They compared and contrasted topographical features, identified stream patterns, watched with amazement the extensive open-pit coal operations, located contour farming, and acclaimed local landmarks to the tune of "There's my house" or "There's the church" or "There's our school." It was apparent that the group was captivated as the spectacular Gateway Center at Point Park came into view and the big ship soared east, then west over Pittsburgh's famous "Golden Triangle."

The extensive steel mills and coke plants along Pittsburgh rivers, the towering Cathedral of Learning overlooking Oakland's Civic Center—all this, and more, the students readily and easily distinguished. Exchanging questions and information, the class shared a spirited camaraderie of unceasing conversation throughout the trip. Additionally inspiring was the gracious

invitation to each student to spend some time in the pilot's compartment—listening while the pilot communicated with the control tower, and viewing the landscape from the pilot's vantage.

All too soon it was "Fasten Seat Belts" preparatory to landing, and as the "aerial classroom" taxied to a stop students disembarked reluctantly. The success of their first air tour (only five of the group had previous flight experience) was obvious. There were spontaneous expressions of "From here, I'll take my geography from the air," and "When do we go again?"

Zest for the air tour was high even during the introductory phase of the Pennsylvania geography course, in September 1953, as students identified numerous aerial photographs in the text and the comment was made that perhaps the class could develop a project whereby they, too, might actually see and study some Pennsylvania geography from the air.

The class was already air-minded, as West Allegheny is only ten minutes by bus from Greater Pittsburgh Airport. Enthusiasm mushroomed, and the air project was well on its way when on October 19, 1953 an

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## EDITOR'S NOTE

*The more than ninety pupils studying Pennsylvania geography in West Allegheny Junior High School, Imperial, Pa., were taken aloft in a transport plane, by sections, to study the geography of their county. Miss Kress teaches geography in the school.*

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agent representing the airlines, and an airline hostess spoke to the class. (The class instructor had earlier arranged with Capital Airlines for this meeting.) Incidentally, the hostess had just the previous day been featured in a newspaper story, "They Walk On Air" (*Pittsburgh Press*, October 18, 1953).

Following the illustrated lecture there was a storm of student inquiries about air navigation, commercial air transportation, aerial mapping, meteorology, and aeronautics in general.

Assured by the airlines that a ship could be chartered between its regular flights, we took the next step in development of the project—gaining the approval of the board of education. A parental survey had already been made and parents' enthusiastic approval of the project was unanimous.

The presence of parents at the airport on the three days the students flew was additional evidence of their sincere interest.

Upon receipt of approval by the board of education, a tentative schedule was arranged with the airlines, and students' flight and insurance fees were promptly collected (cost to each participant, \$3.85). Each student was issued an individual insurance policy. The final details were completed and—as described—on November 19th the first group arrived via school bus at the

airport terminal for a 1:45 P.M. departure. Each student had previously obtained parental consent to participate and all groups were accompanied by the class instructor.

Three trips to the airport were made on three separate days, since four flights were necessary to accommodate the group of ninety-six. Our "air tour project," the airlines informed us, was the first tour of its kind within their knowledge. Students took note, also, that 1953 marks the fiftieth anniversary of powered flight.

Student conduct on each tour was admirable and above reproach. While awaiting take-off and between flights, student groups—entirely free and on their own—enjoyed sauntering about the massive airport terminal. They expressed special appreciation for the impressive "New World Exhibits," other fine displays, and the vastness of everything. An excellent booklet, "The Orange Disc," was made available to the group.

The splendid cooperation of the airlines personnel throughout the entire project was most helpful and encouraging.

That the entire experience proved inspirational to all participants was obvious, as students expressed satisfaction and proudly suggested that perhaps they had now inaugurated a new approach to the study of Pennsylvania geography.



### *With the Coach on Stage*

Remember that although perhaps all, or nearly all, of your students may attend your school's athletic contests, probably very few of them understand enough about what's going on to derive maximum appreciation and enjoyment from them. Why not invite someone, preferably your coach, to talk to the student body about a few of the elementary aspects of a given sport—general strategy, plays, formations, what to look for as the game proceeds? Simple diagrams on a portable blackboard

can help the students to visualize what is being explained. At this time, too, a wonderful opportunity is presented to emphasize the role of the spectator in the success of a team.

An athletic contest can be a vital educational experience for the *entire school*, and one important way to capitalize on this potentiality is through the school assembly.—Secondary Curriculum Reports of Commission on Curriculum Development of Oregon Ass'n of Secondary School Principals.

# The English Teachers' LAST STAND

By  
ALICE I. MURRAY

WIPE JUST ONE subject, the most frustrating of all, from education's crowded slate and I predict that in a flash, or no longer, anyway, than it takes to say the multiplication table of 3's backward, all "ex" and potential school marms will flock in droves to waiting schoolhouses. And the subject that could well be reduced to zero, the one as popular as castor oil with students and as frustrating as Russia's double-talk to their teachers, is English.

After struggling to instruct the young in the use of verbs, pronouns, apostrophes, and spelling for lo! these many years, any observant pedagogue must come to one conclusion: very little of it sticks, takes, or makes sense to the present-day American. "English," Mr. Average Citizen seems to say to himself, "is just something in a book of rules. And rules. . . hal!" He chuckles as he shrugs a shoulder, "To heck with rules! I'll make my own!"

No less an authority than Louis Bromfield said in a recent issue of *The Saturday Review*, "Something is amiss with the times. . . today, we are prosperous enough but we are certainly distracted by a million things." Possibly this distraction accounts for many omissions and short cuts one encounters in the written word during an average day. Take, for example, a sign I saw that hit me smack in the eye while passing a small cafe. In bold, black letters it advertised MIKES PIE'S. As though to add insult to injury, that very night, upon opening the *Evening Globe*, I read that SELMAS DRESSES were on sale. Such nonchalant disregard for the use of the apostrophe is enough to crisp the hair of all Eng-

lish teachers from here to anywhere.

Now, without a doubt, somewhere along the line of Mike's and Selma's educations, there must have been some poor souls in little red schoolhouses who labored, fruitlessly, it now appears, with this heedless pair. I have no idea whether the demand for pies is driving Mike to such a point of distraction that he has lost all sense of direction as far as the apostrophe is concerned. But as for Selma—well, when I visited her shop the other afternoon, I could hardly move about for the frenzied efforts of the customers, as they pawed their way through racks upon racks of dresses. Selma, herself, could be excused, this once, for her error in the neglect of the apostrophe. I'd neglect it, too, if I lived in that frantic atmosphere. It must be distracting, indeed, to make money hand over fist. Selma's dresses, it is agreed, are the smartest in the town!

Mr. Bromfield goes on in his article to say that a certain professor in a college with high standards had found it necessary to teach half of his students how to read and concentrate on anything longer than four pages. Now maybe it wasn't Mike's fault nor even Selma's that their ads did not measure up to the grammar book's rules. It just might have been the printer, himself, or the proof reader of those signs, who was at fault. Besides living in a distracting world, they may not have gone to college. How could they, then, be expected to concentrate for too many minutes on display cards or columns of type? From what I have seen of themes from scrubby school boys, the kind most likely to turn into printers, one bit of punctuation is as good as another. In their



## EDITOR'S NOTE

*Mrs. Murray is not a defeatist—she says that all is not lost. But she does attempt to show the plight of English teachers in "the rising tide of illiteracy" and scorn for good English on the part of pupils. But if the situation is bad, let us take courage from history, and face it out like the Spartans at Thermopylae or the Old Guard at Waterloo. Let every English teacher go to his post and hold it. Mrs. Murray teaches in Minneapolis, Minn. Vocational High School.*

language: Why bother with the stuff?

But teacher isn't the only one concerned about the present situation. There's the business man, for instance. "No one can spell, anymore," he cries in anguish. To relieve his frustration, he writes frantic letters to the *Daily Pulse* about it. Reading those epistles, into which he has poured his heart, I recall a letter an attorney friend once showed me. His latest stenographer had written to a client, "You are the *soul air* . . ."

Yes, it is a confusing and distracting world for all of us—business man, teacher, and student. Especially if we read the daily news. Rules in books state one thing, but it's something else again with a newspaper. Picking one up the other morning, my startled glance encountered this: "A *frate* train was derailed near Osage, last *nite*." Farther on, I saw that Mr. X, one of the City Fathers, said in a Council meeting, "My *gess* is that the street car company will raise fares next month. *Strate* fares will be in order." Oh-oh, I thought, even newspaper men are pushed into a corner in this hurly-burly world.

Small wonder, then, that Johnny Jones and Mary Smith, in their mad dash through the school's curriculum, get tangled up in spelling. Johnny once wrote in a theme he handed me, "The mother carried her *inphant* to the bed." Well, when you realize that he had just finished reading Rudyard

Kipling's enchanting story of the *Elephant's Child*, you can more readily appreciate Johnny's point of view.

Mary wonders whether she'll ever understand those words that sound alike but are spelled so differently. Take, for instance, the words *to*, *too*, and *two*. It seems impossible to remember the difference between *there* and *their*. As for *here*-*hear*, *ate* and *eight*, *mite* and *might*, *right*, *wright*, and *write*—well! No wonder these words come under the heading of "Spelling Demons" in her book. Why can't spelling be more simple, Mary wonders.

Teacher wonders, too, in her never-ending struggle, year after year. Passing Frank's Furniture Store, one afternoon, my eye was caught by words chalked in white across a large window: CLEARANCE SALE, they said, SENSATIONAL VAULES. I shuddered and hastened on to the neighborhood grocery store. There pert little signs on the vegetable counter advertised *New Spring Potatos* as well as *Hothouse Tomatos*. Ho-hum, I thought, as I paid the genial grocer for two *Yello Ternips*, I bet you, too, once turned to grey, some long-suffering school-marm's hair.

Hoping to stem this rising tide of illiteracy to some degree, I turn to the college professor sitting in his ivory tower, far from the maddening masses, with a quiet, select group of students. "Try semantics," he suggests, "for your spelling difficulties."

So I try. I endeavor to explain the "development and changes of the meanings of words," as Webster puts it. But while my classes and I pause long enough from the designated COURSE OF STUDY to wander into those fascinating byways, to savor sounds of words and delve into their meanings, Time, that old rascal, zooms by like a jet plane. I am left to gaze bleakly back on other "areas" of knowledge—oh, so many others—that must be included in a modern school program.

I review them quickly in my mind. Briefly, they are physical and mental health;



effective communication of ideas, spoken and written; learning to assume a share of family responsibility; understanding the principles on which our democracy has been founded; accepting the obligations of citizenship in the home, community, country, and the world; using leisure time well. My weary mind balks! None of this is any good, it says, unless the child can read.

And reading! Well, in the good old days when classes were small and subject matter sparse—sparse, that is, in the welter of today's curriculum—the teacher had the time to give Sarah and Johnny a good foundation in reading. Not only was he interested in their learning a basic skill, but so were Mother, Father, and Grandma, as well as the other relatives. And because they believed that good literature was a corner stone in the building of character, many a Christmas stocking was stuffed with a good book. Birthday gifts included them. There was nothing like a book, the relatives believed, to while away a long winter evening. Why sometimes, someone might even read aloud to that tight family circle drawn together so snugly under the lamp's soft glow. Or each child, feeling safe and secure, savored by himself his favorite book.

But now there are no long winter evenings. After a distracting day, the hours are all too short for the magic of the radio and television, the glamor of the movies, the thrill of night football, hockey, and basketball. Or perchance, if a student and his parents are overzealous, they spend their evenings at work in a department store or factory. There is no time at all to "sit and dream," as the poet suggests. No time nor place to read a book. Of all the words that teacher's tongue can utter, "Read a book"

seem to be the ones most abhorred.

Today, with an increased knowledge of pre-natal and post-natal care for babies, the study of diets for the better health of children, more youngsters than ever before are growing up to go to school. Classrooms are bursting at their seams. Our schools are trying to educate the biggest crop of pupils the United States has ever seen.

But bigger classes mean a wider range in the I.Q. The slow learner, the reluctant, and the gifted are, more often than not, lumped into the same group. How to find the time for individual instruction, so necessary to the present situation, is the eternal question of the English teacher. Reading clinics may be a partial answer. But lack of funds and specially trained teachers limit this endeavor of many school boards. At times the harassed teacher feels that he has been pushed into some big, broad ocean and told to swim. He takes a dim view of the future. He's an Atlas with a world upon his back!

Nevertheless, English teacher, all is not lost. Remember those words you so often say to your students: Have patience. Give time a chance to develop those new ideas in your minds. Perhaps, teacher, in some far-off day, in time, the public will throw out the apostrophe and simplify the spelling. It's possible! It's been done before! And as for reading—well, here's the way it was in the 15th century—in Chaucer's time. Read this sample of what they were mulling over then in his Prologue to the *Canterbury Tales* and take heart:

Whan that Aprille with hise shoures soote  
The droghte of Marche hath perced to the roote,  
And bathed every veyne in swich licour  
Of which vertu engendred is the flour. . . .



Why not get the public library in your community to maintain a shelf or section on which would be displayed copies of every textbook in current use in your school or system, arranged by grades and subjects? Here, parents and other citizens would have ready access to the materials being studied by their own and other children of the community.—*Phi Delta Kappan*.

*The teacher as learner:*

# My Summer Among the CAR SALESMEN

By  
ARLINE ZEHNDER

Much madness is divinest sense  
To a discerning eye;

—Emily Dickenson

ONLY MADNESS explains why I chose to work for seven weeks of my ten-week summer vacation as a clerk-typist for an automobile agency in Hartford, Conn. Only a fool drives 80 miles a day, one hour in the morning and one in the evening, just to work for \$50 a week.

To submit to office routine, a new routine, to work Saturday mornings, to be the learner instead of the teacher—such inane acquiescence from a teacher removes a supposedly mature faculty member from the realm of the intelligentsia. For such outlandish use of my vacation I received no academic credits; I did absolutely nothing about preparation for advanced study. I didn't even take the European trip or the Mediterranean cruise which would have made me eligible to enter a contest for teachers submitting the best essay about their summer trip.

I didn't spend the summer recovering from the winter, nor did I do any professional writing and reading. I worked. I returned to the land of the "learner," a land too many of us have forgotten exists.

I worked because I felt I needed to have an "experience" away from teaching. I wanted to find a vitality in a medium which would enrich my own medium, and I wanted, most of all, to become the learner. I felt an imperative need, after eight years of teaching, to become the learner, to know

how the beginner in my class feels when confronted with the teacher's knowledge and strengths, while he is painfully aware only of his lack of knowledge and his weaknesses.

I felt—and it was just a feeling—that nobody could renew the learner's experience for me but myself. My evaluation of my decision came after I had lived the experience. I know now that I was unquestionably right in my acceptance of the "feeling" I had. I hadn't been "mad," as all of my well-meaning judges had warned, they of the not-too-discerning eyes. I knew I would not get any salary increase; the agency doesn't qualify as an institution for advanced study. There is no graduate school allowing a study of people while paying the student for the privilege of learning.

A constantly re-occurring thought was that I was living an experience that would enable me to enrich my unit on vocations, a necessity for all freshmen. I didn't enjoy rising at 6:15, but I began to feel its worth. I chuckle every time I think of the unorthodox interview for the position. The incident has proved to be a "gold mine" as the opening motivation for that vocations unit.

How stuffy I'd been previously when teaching how to apply for a job! In fact, my first lesson in this self-imposed learning experience came when I was told I was competing with another teacher for the position. All I had been teaching about charm, personality, and the significance of first impressions were needed to win the position.

I was hired. Even for me, who didn't need the position for financial security, there was intense personal satisfaction.

I was away—away from the jargon of the teacher with such terms as "problem child," "core-curriculum," and "integrated studies"—and into the world of automobile salesmen and office workers with an equally strange jargon ("R.F.D.," "Bimini Blue," "commission percentage," and "undercoating"). An efficiently organized business office is a true study in integration. When a teacher returns to school for graduate study, the learning process is there, but not the experience of tackling something new, as when the student registers for a journalism course, never having studied about newspapers before.

I had to take a typing test to qualify, and I took the test, surreptitiously watched by the six office workers, some of them just like my students, some like the alumni, and some like the fathers of my students. I was scared. I was afraid I would make a mistake. I was afraid I would not be able to learn the routine and procedure quickly enough, afraid that I would not be suitable. True, I didn't have the fear which arises from a desperate need for a job, but a fear of being unsuccessful, of being termed incompetent and ignorant. I was a somebody voluntarily becoming a nobody. I could teach English and journalism, but could I become an efficient office worker?

How many, many students have been in exactly that position? They can do their mathematics perfectly, but can they write news stories colorfully and accurately?

As one of five women and two men in the agency office, I learned the procedure used for filing and billing, from the moment the car was delivered to the agency until it was sold and the invoice sent to the customer. Because of the small staff I was treated as one who would assume responsibility for all phases of the office work, if necessary. Once I learned the various techniques nobody would check me. I was

taught quickly with one purpose—to make me as useful to the office as possible within the limited time.

This teaching involved the use of simple arithmetic for billing purposes, typing proficiency, and the most vital tool, the ability to learn quickly an entirely new language and system. I had always felt that any mathematical problem was beyond my comprehension, so I quaked when I found that I was to figure the salesmen's commissions. I realized that the interview hadn't made this clear, and made a mental note about stressing complete understanding in interviews.

I knew my knowledge of modern economics was limited. Now I learned about the average man who sells himself into payment poverty to own a new car. At the end of the first 24 payments he still owes so much he must refinance the remainder of the note. To tell students that the American people buy almost everything "on time" is not quite as realistic as telling them of typing the invoices informing some new car owner of his payments for the next two years.

As a teacher I help children prepare for life, but until I typed those invoices I was often unaware of the variables that constitute life. In my sophomore literature classes we center our reading around the question, "What constitutes happiness?" Apparently to many, the ownership of a new car in

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#### EDITOR'S NOTE

*"This article concerns my summer experiences as an office worker—no credits, but a folder-full of good teaching material," writes Miss Zehnder, who teaches English and journalism in Bronxville, N. Y., Senior High School. "If teachers too often live in ivory towers, perhaps local and state boards of education often are responsible for this because of their insistence upon credits and more credits."*

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partnership with the finance company constituted happiness.

Teachers are supposed to consider the "whole child," but how many of the "experienced" ones do? How many of us remember to be friends with our students as well as to be the foreboding form behind the desk in room 38? Though I did have initial misgivings, my particular delight was one of my fellow workers, a former student of mine. She helped me to adjust to the new life, introduced me to everyone and made me feel like a co-worker; never once did I feel like the teacher she was glad she had left behind when she was graduated. It was a refresher course for me in how to help new students. Of course, both of us were regarded with curiosity by many, and we enjoyed the sensation we created.

I was grateful I could make people aware of teachers other than as the type the cartoonist and TV writer would be lost without. When we reminisced, I could feel tangibles I had not been able to sense in the classroom. One of the most discouraging aspects of teaching, I think, is the feeling that long-range results are so immeasurable; we always seem to be marking time, but never taking great leaps. We all know there are intangibles in life, but hackneyed as it sounds, teachers are human and need the tangibles to make them feel successful and needed.

When asked by one of the men about my reaction to the business world, I replied that my first love was teaching, but that I was learning and enjoying this new experience. His smug reply was, "Oh, this is too hard for you!"

To one whose day never ends at 5 P.M., whose Sundays usually are spent in correcting and planning and whose Saturday nights are often spent chaperoning, this wasn't quite what I meant. The ensuing conversation didn't convince either of us completely of the difficulty of the other's career, but at least we—the taxpayer-father

and the teacher—had moved a step closer in understanding. While it is true that by my invasion of his field of business, I could more clearly understand his viewpoint, I felt he talked with me less suspiciously than he would have if he had thought I was agitating for a salary raise and therefore trying to impress him with the scope of my work.

My continued association with my fellow workers during the summer made all previous community contacts pallid in comparison. A teacher can't ever really get away from school, since the public has become so school conscious and curious about the teacher and education. But here we weren't discussing Paul's failure or Leslie's superior ability; we were adults talking about one of America's biggest businesses—education.

"But you're a teacher; you ought to be able to do that!" Certainly all teachers cringe when they hear such a phrase—highly complimentary, but burdensome. I especially cringed when the president of the firm asked me how many weeks there were in a school year. (He owned a school bus company making its bid for the business.) All I could think of was the number of required days, but I couldn't immediately turn that number into weeks. To the man who pays his employees by the week, that was incredible; to the teacher who gets paid by the month, and plans by the year, it was logical. We were two mature people attacking a simple problem, each with his own formula. Here I had a "live" example of the necessity for searching for the other fellow's "reasons for thinking."

In the agency office I was a part of the tensions and the unity of the group. I had to make new friends and be accepted by the group. I knew what it meant to be criticized unjustly and to be praised extravagantly. I knew what it meant to make a mistake. My first week there I wrote out seven checks to the wrong people, and I shortchanged a salesman by \$10. I heard from all sides,

softly but jeeringly, "But you're a teacher; they never make mistakes!"

Are we guilty of creating that impression? Teachers are fond of self-analysis charts, for the student; maybe one for the teacher, after such a summer, would show startling answers.

I ask myself: "Did I begin work immediately when the lunch hour was over?" "Did I work diligently until the clock struck 5 P.M.?" "Did I blame another for my errors?" "How secure did I feel when commission percentage was being explained to me?" "Was the first explanation sufficient?" "Did I need review?"

When not doing graduate study, I have worked as a playground supervisor, factory worker, post-office clerk, and general clerk-typist. Never once have I felt my summer could have been spent more profitably if I had continued to attend summer schools or to take an "educational trip." Yet it is by these "professional" methods that we separate the "great" from the average.

I welcomed the end of my seven weeks at

the agency, of course. I welcomed it as heartily as I welcomed the pay check each week. I was tired, but I wasn't exhausted. Not only had I learned that R.D.R. meant Retail Delivery Record and Bimini Blue was the color of a car, but I had also reached a moment not always attainable by teachers. I was rated, not on my ability to teach, but on my ability to learn, to learn something remote from teaching and books. I was offered a permanent position because of work accomplished. I didn't want it. I wanted to return to teaching, to use all I had learned, to apply the fruits of my "madness." Yet I was exhilarated by the offer.

I left that office enriched by a wider knowledge of the automobile industry (as a consumer I'm far wiser), by office friendships, and by the experience of having been a "learner." With a feeling of contentment, I can now wave my personal banner which refutes the proverbial saying, "Those who can't do anything else, teach."

'Tisn't so, I know.



## School Bulletin's Addressing Staff: All the Pupils

Santa Barbara city school administrators have devised a unique way of telling the story of the schools to parents. Bulletins issued several times during the school year are mailed to the homes; the unique feature is the way in which they are addressed.

When the folders arrive from the printer, they are counted and allotted to each school according to enrolment. Every student in the twelfth grade writes his parent's name on a folder; eleventh-grade students who have no older sisters or brothers in the city schools address folders, and so on down through each grade to the littlest one who can painstakingly print his daddy's name and address. Kindergarten and first-grade teachers usually do the addressing for the whole class. The addressed folders are returned to the central office to be mailed under a bulk mailing permit. Extra copies are sent to community leaders and others who are interested in the school program.

Addressing by students serves a four-fold purpose. The student feels that he is a partner with the teacher in telling his parents about his school. A bulletin addressed in the child's handwriting is more likely to be opened and read, less likely to end up in the wastebasket. The message reaches the people for whom it is intended, the parents of the children. It eliminates the expense of addressing several thousand folders and the necessity for keeping an up-to-date mailing list of parents' names.

Many teachers use the folders for class discussion while they are being addressed. If the bulletin is about safety, the teacher and children talk about why we want our parents to know what the schools are doing to promote safety. If the bulletin deals with social studies, it can be a subject for discussion in class groups. One junior-high-school English class used the bulletin on reading as part of a poster display in the main hall of their school for Public Schools Week.—HELEN KNOWLTON in *CTA Journal*.



# GUIDANCE:

## 4 Students 10 Years Later

By LOUIS J. CANTONI

IN THE FALL of 1939 the Flint, Mich., Public Schools initiated an experiment to determine the effects of high-school guidance. The subjects of the research were members of a ninth-grade class.

Each of two equated groups from this class, one an experimental group and the other a control, was comprised of 234 boys and girls. The two groups were matched on the basis of age, sex, grade-point average, Stanford *Achievement Test* scores, general intelligence, socio-economic background, and emotional adjustment.

During the entire high-school period the subjects in the experimental group experienced a planned, systematic program of educational, vocational, and personal guidance. The boys and girls in the control group, on the other hand, benefited only from the regular classwork and any extracurricular activities which they might select. At the conclusion of the high-school period, 140 experimental and 119 control-group students were graduated.

In the summer of 1952, nine years after they had finished high school, a follow-up got underway to determine whether or not any differences existed in the current adjustment of the 140 experimental-group and the 119 control-group graduates. Completed in 1953, the follow-up study revealed that the graduates in the experimental group had made markedly better adjustments in five areas: (1) educational achievement, (2) cultural status, (3) economic level, (4) occupational level, (5) emotional stability.

As a group, the experimental subjects seemed to have derived substantial benefits from the guidance program. This conclu-

sion is based upon statistical evidence which demonstrated that measurable differences existed in the adjustments made by the two groups in the five areas. Now the question arises: What did these measurable differences mean in the lives of the individuals who made up the experimental and control groups?

In at least partial answer to this question, there follow four representative case studies. These illustrate how high-school counseling and guidance, or the lack of it, influenced the personal development of two young men and two young women.

### ALEX

Alex was a member of the experimental group. In the ninth grade more than one teacher referred to him as "that boy who has been let loose from an institution after all these years and now does not know what to do with himself." His counselor, however, thought that, basically, Alex was not an aggressive sort of individual. He behaved that way to cover up his sense of inadequacy and his feeling of being "different" from the other boys and girls in high school.

When Alex started the seventh grade he had just left a boarding home for boys, where he had been for a total of about six years. His father had maintained him in the home after Alex's mother died, since the father did not feel that he could bring him up properly alone. During high school Alex lived with an older married sister, and although he got along quite well with her—she was indulgent toward him—he did not form a satisfactory relationship with his brother-in-law.



In the ninth grade Alex's score on the Kuhlmann-Anderson *Intelligence Test* was 93. To the counselor this appeared to be a depressed score, and so Alex took the Kuhlmann-Anderson again toward the end of the ninth grade. Once more his score was exactly 93. Despite the fact that he did not seem to have good study habits, he achieved better-than-average grades in grade 9A, and his counselor considered it important that his real ability level be known. If he had the high intelligence which she thought he had, his social aggressiveness could be channeled into constructive leadership.

At an early point during his attendance in the tenth grade he was tested on the Stanford-Binet, with a resultant IQ of 113. The counselor was satisfied that Alex had better-than-average ability. This was borne out by his marks in the eleventh and twelfth grades, where he maintained a record of A's and B's.

Although Alex started high school in an industrial-arts curriculum, the counselor, taking into account his desire to go to college, helped him select courses which would prepare him for college entrance. With her help he worked through such severe symptoms of personality maladjustment as lying, cheating, stealing, and blatantly boorish behavior, to positions of responsible leadership in several extracurricular school activities.

When he was graduated from high school, Alex knew what the counselor, working closely with him, with his sister, with his brother-in-law, and with key people in the high school, had helped him to achieve in the area of personality readjustment. He showed his appreciation by dedicating himself to superior attainment in the armed forces during World War II. He became an officer, and he was decorated more than once for outstanding service.

With the war over, Alex regarded the provisions of the G.I. Bill as an opportunity which he could not afford to miss. He took a bachelor's degree in law at one of the

large universities, and he is now a practicing attorney. During college he felt more than once that he needed counseling assistance, and he sought out this kind of help and was able to benefit from it.

Today Alex is married and has a profitable practice. He recognizes that, because of his difficult early years, his personality problems are apt, at times, to become acute; but he also recognizes that professional psychological services are available which can help him as needed.

### STEVE

In contrast to the severe personal problems which Alex had to face and overcome, Steve, a control subject, apparently enjoyed a good adjustment all through high school. This was verified by his ninth- and twelfth-grade scores on the *Bell Adjustment Inventory*. The two testings with the Bell also indicated that he was aggressive socially. On the Kuhlmann-Anderson he had an IQ of 110.

Despite better-than-average intelligence, a better-than-average score on the *Stanford Achievement Test*, and a high-school industrial-arts course which was in line with his mechanical interests as revealed on the *Strong Vocational Interest Blank for Men* and on other interest inventories, Steve's high-school grade-point average was only 1.826. This figure is equivalent to a grade of C-.

In the follow-up interview with Steve some of the reasons came clear why he did not secure better grades in high school, and why, in spite of his social aggressiveness, he took no leadership roles of any kind while

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### EDITOR'S NOTE

*Dr. Cantoni reports on a sustained study of the effects of a guidance program, or the lack of it, on the lives of high-school graduates. He is a counselor and a teacher in General Motors Institute, Flint, Mich.*

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there. This interview was at the home of his parents in the middle of a Saturday afternoon, while Steve, his wife, and his father took a break from building a large home on a few acres of ground several miles outside the Flint city limits.

The new home was well along toward completion. It was being built in apartment style and would house Steve's parents, Steve's older sister's family, and his own wife and baby boy. Steve was employed as a lathe operator, doing machine repair. This job in an industrial plant was completely in line with his expectations, and with the expectations of his parents.

It became evident that Steve's emotional stability stemmed from the positive ties he had always had with his father, mother, and other relatives. He had never done anything contrary to the mores of his Czechoslovakian background. During high school he was not concerned about good grades because he felt, as did his father, that a man became a good machinist by working on machines. His social drive found its outlet in associations with relatives and friends of the same national extraction as his own, in the sectarian worship of his church, and in learning his parents' native tongue through private instruction.

Although he had not received intensive counseling and guidance during high school, Steve, content in the solicitous protection and comparative social isolation fostered by his parents, realized a stable adjustment. On the other hand, his occupational and social horizons were never broadened to accommodate the achievement of which he was capable. Even at this point in life Steve leans heavily on his parents and relatives. In a sense he has never made the adolescent break which establishes an individual as a personality in his own right.

#### ANGELINE

Angeline participated actively in the guidance experiment. In the ninth grade

she was found to be a very intelligent but poorly adjusted girl. Her IQ was over 130 and she received nearly all A's in her classes. However, she worried a great deal about marks, and whenever she did get a B, she was terribly upset. She was retiring and over-sensitive to criticism, and as a defense against her shyness and sensitivity, she developed an unpleasant, aggressive personality.

Angeline had a rather serious physical handicap which marred her appearance. Competent medical authorities had recommended surgery and extensive casting, but the family was afraid of surgery. Angeline was taken to a chiropractor instead. She had spells of depression and cried easily.

Angeline thought that she wanted to be a lawyer. Her IQ and scholastic record indicated that she was good college material, and so a college-preparatory curriculum was outlined. The parents became upset about this plan because they did not know how they could provide enough money to finance it. Through parents' nights and talks with Angeline's counselor, they were able to see how college might be feasible. In the tenth grade Angeline changed her mind about law, and considered teaching or social work instead. She had many interviews with her counselor about what vocation she might enter, and finally she decided upon some kind of social-service work.

While Angeline was in the eleventh grade, her family finally consented to proper medical care for her. She spent over a year in casts, much of the time in the hospital, and with the constant fear of possible surgery. This experience discouraged her greatly. The counselor kept in close touch with her and helped to bolster her spirits. She also made arrangements for Angeline to carry on part of her school work during hospitalization.

When it came time for her to return to school, she was still partially in a cast. Her feelings about her appearance made the task

of facing the other students almost insurmountable. She was ready to quit many times, but with the support of the counselor she stuck it out.

All through high school the counselor worked with Angeline on the problems identified with her sensitivity, depression, and crying spells. She agreed that whenever she felt hurt or moody she would talk with the counselor. The insight she obtained from these interviews enabled her to modify her compensatory aggressive behavior, and to decrease both the frequency and the intensity of her depressed states.

In working with Angeline the counselor discovered some grave family difficulties for which Angeline felt responsible. The delinquent behavior of a brother had precipitated the matter. The father talked of leaving home and the mother threatened suicide. The counselor did some therapeutic work with the parents and helped Angeline to mitigate her sense of guilt. Gradually Angeline realized that the only way she could help to clear up the trouble was by trying to maintain her own equilibrium.

With much support from the counselor, Angeline arranged to leave home and attended a college out of town. In her second year she told the counselor triumphantly that, at last, she could relax enough to enjoy her classes for what she might learn without excessive concern about marks. After two years of college she married an intelligent and considerate man. She went to work while he completed his academic program and became established in his chosen profession.

Now Angeline has a child. From her reports and from all available evidence, she is making the kind of home for herself that she has always wanted and which she did not have when she was growing up. She is happy in the love and security of a devoted husband. She does not get depressed easily. In a social situation she is still somewhat retiring, but she no longer needs to defend

herself with an objectionable aggressiveness.

### MARGARET

In the ninth grade Margaret, a control subject, was considered a neat, attractive girl. On the Kuhlmann-Anderson she rated an IQ of 101. Her score on the Bell *Adjustment Inventory* suggested that she had serious emotional problems. Her teachers, however, seemed to be pleased with her adjustment. She was quiet, conscientious, and made A's and B's. Although she was not outgoing, she could assume responsibilities when they were given to her. She had few associations with boys, but was well liked by the girls. Throughout high school Margaret maintained her good marks. The twelfth-grade administration of the Kuhlmann-Anderson gave her an IQ of 128.

Margaret picked the commercial curriculum. She did excellent work in this field, and no one suggested any other possibility to her. Her interest test scores were not distinctive: domestic work, secretarial work, and nursing all rated about "B." Margaret often said, however, that she wanted to be a nurse. At least one of her teachers eventually learned of her great interest in nursing. But by that time Margaret was a senior—and still doing well in her commercial course. And so the teacher did not discuss a change of curriculum.

In the follow-up interview, Margaret disclosed that her decision to take a commercial course was dictated entirely by her family. An older sister was a successful secretary, and the family thought that Margaret should follow in her footsteps. But the sister was a rigid, unhappy person, intensely religious, and disparaging of men. She was also domineering, and Margaret was under her control. Margaret realizes, in retrospect, that becoming a secretary meant remaining under the thumb of the older sister and becoming the kind of person the sister was.

After an initial struggle to assert herself, Margaret became resigned to the commer-

cial course, as her family wished. Her subsequent success helped to convince her that her family was right in their plans. She did not, however, give up her dream of becoming a nurse. After graduating from high school, she took a job as a secretary. Her native intelligence, ability, and conscientiousness won quick recognition. Within a year she had a position comparable to that of her sister.

Shortly after her last promotion Margaret had a psychotic episode. She believes that this acute depression was set off by her promotion, although she says that she knows she was a good secretary, and she did not dislike the work itself. Fatefully enough, her latest success on the job gave her a picture of herself which was almost identical with the picture she had of the sister whom she hated and feared.

As Margaret regained her contact with reality she made a break with the family. She married a man who was of a different religious faith from her own and who, on that account, was entirely unacceptable to her family. She did not return to work and devoted herself to her home, instead. She continued to have spells of abnormal depression, but fortunately her husband was kind and understanding, and he was able to help her come out of them.

A few months before the follow-up interview, Margaret's mother died. Margaret had always had strongly ambivalent feelings toward the mother, principally because she believed that her mother rejected her in

favor of the sister. The mother's death precipitated another psychotic episode. But now Margaret found her way to a psychiatrist and underwent a series of electroshock treatments. At about the time that the interviewer saw her, she was receiving psychotherapy. She repeatedly expressed her regret that she did not know enough to get professional help earlier.

#### *In Summary*

These case studies portray how high-school guidance, or the lack of it, affected the lives of two young men and two young women. During high school the four students had to work through personal problems which were peculiarly their own. Without counseling and guidance, the two control subjects made adjustments which were inadequate, since the basic potentialities of the individual went untapped. In contrast, the experimental subjects, because of the help they received, were more and more able to look at themselves objectively and to grow in self-understanding and accomplishment.

Admittedly, four cases may not reflect the *kinds* of adjustment made by 259 subjects. Yet it was on the basis of such case-to-case qualitative differences as have been presented here that the experimental group of subjects effected markedly better adjustments in these important areas: (1) educational achievement, (2) cultural status, (3) economic level, (4) occupational level, (5) emotional stability.



## In Between

By RUSSELL PETTIS ASKUE

It's very difficult, I find,  
To comprehend the moron mind;  
And I'm a problem, I suspect,  
To giants of the intellect.

# THIS GUIDANCE

## *English Teachers Can Give*

By  
EDWARD R. KRIVDA

THE JUNIOR-high-school pupil of today is, indeed, misunderstood, mistreated, and miseducated. *He is a prodigal in a far country—a wanderer in the "Land of Between."*

On one hand we say to him, "You're too grown up to act like that," and almost in the same breath, "Not yet. You're too young." We expect *adult* behavior and childlike enthusiasm. We ask his opinion and then promptly accuse him of being impertinent if he does not agree with the expected order of the community or the ideas of the teacher.

For years this child has enjoyed the protection and security of the self-contained classroom. Now he is thrown into a school community of perhaps a thousand or more. Overnight he is forced to become self-sufficient in matters of schedules, lockers, hall passes, themes, sports, parties, dancing, and seven or eight teachers with different personalities and varying standards of conduct and work.

He is terrified and seeks security in the crowd. We told him that he must learn to select his own friends—now we tell him that his pals are not suitable. He rebels and becomes what we call a bad boy or a nasty girl. *We* condemn what *we* have created, and then we say, "It was to be expected—poor home guidance."

"Perhaps, to a degree, this is true; but we cannot gloss over the fact that it is very often the result of poor school guidance and a lack of understanding on the part of the classroom teacher:

In classrooms, day by day, thousands of teachers come into contact with children of all sorts and

conditions, races and nationalities, religious and ethical backgrounds. From homes of every kind—those broken by disputes of parents, wracked by the uncertainties and distresses of poverty and unemployment, no less than those tranquil in management and supplied with means of material well-being. From homes poor in spirit, devoid of art, without books, without interest in things above the routine of living and the babble of gossip, thin in culture, perhaps tinged with crime, beset by distemper of mind, no less than from the homes that represent the best in American life.<sup>1</sup>

Adolescence is not carefree! It can be the most miserable, tormented period of our lives, for probably at no other time is an individual so thoroughly confused and so much alone. Thus, self-destruction is not uncommon. Examine the suicide lists; note how many of them are under the age of fifteen, junior-high-school pupils.

As teachers we cannot depend upon the one or two persons in each school designated as counselors. It is up to us to discover these conditions before they become serious. The counselor, very often, does not hear of these cases until it is too late.

It is the classroom teacher who sees the child every day. It is the teacher who hears of the disputes with parents, of the broken hearts caused by thoughtless friends, of the party invitations that do not come. It is the teacher who reads between the lines of a theme and learns of the wants and hates and fears that are troubling the mind of a youngster. The fact that he is not a "counselor" should not deter the teacher from becoming a consultant "without portfolio"

<sup>1</sup> Educational Policies Commission, *The Unique Function of Education in American Democracy*, 1957, p. 83.



and laying the groundwork for the guidance department or at least opening the door to the office.

Unpleasant as the thought may be, one out of every ten of us will spend some time in a mental hospital or an institution for the treatment of nervous disorders.

The widespread maladjustment of our population was brought to light during World War II (strange, isn't it, that we have "advanced" to the point where we must "number" our wars?) in that over eight per cent of the men rejected for service evidenced some sign of neuroses or psychoses. However, less than three per cent of the rejections were classified as feeble minded. The rest were simply maladjusted products of their environment.

With these facts before him the alert teacher should see the advantages of familiarizing himself with at least the basic causes, symptoms, and preventive measures of the various emotional disturbances common in the schools—and it is not necessary to be a psychologist to do it. He should acquaint himself with the many little behavior "quirks"—of boys and girls, men and women, and himself, since his own moods and attitudes have considerable effect upon those with whom he comes in contact during the course of a normal day.

As educators we all too often find ourselves so completely wrapped up in our subject matter that we tend to forget that the child is a complete individual with wishes, desires, urges, problems, and frustrations. Sometimes we seem to visualize him as a "mind," completely devoid of feeling, an isolated individual, and thus we forget that his problems are as serious to him as ours are to us.

Many lists of desires have been quoted by psychologists, ranging from the very complex nine of Dunlap<sup>2</sup> to the single sex drive as proposed by Freud. Maslow<sup>3</sup> has

<sup>2</sup> K. Dunlap, *Civilized Life*. Baltimore: Williams & Wilkins Co., 1935, p. 64.

<sup>3</sup> A. H. Maslow, "A Theory of Human Motivation," *Psychological Review*, 50:1945, pp. 370-96.

developed a list admirably well adapted to the needs and understanding of the classroom teacher:

1. Basic physiological needs
2. Safety needs
3. Need for affection, love, sense of belongingness
4. Need for esteem
5. Need for achievement, self-actualization.

None of these needs is completely isolated from others. They are each a part of the whole individual, tempered by his environment. The last three, particularly four and five, should play a prime role in our teaching. How often have we been guilty of setting standards of work so high that only the "A" students can achieve satisfaction or gain even a small word of praise?

Naturally we cannot lower standards to the point where everyone becomes a master at everything. Such a procedure would fail to stimulate the more talented pupil and, at the same time, it would not prepare the less fortunate child for the competition he is going to meet when he leaves school. Our job is not to *remove* the problem—it is to help the pupil to make a suitable adjustment to the situation, an adjustment that will bring him some measure of satisfaction and feeling of achievement.

When an individual finds it impossible to reach his goal, because of circumstances beyond his control, he may resort to one or more adjustment mechanisms in order to reduce tension or to retain or regain his self-respect. They are, for him, a type of "shock absorber"—they soften the jolts of the road, give his emotions the "two way stretch." A tremendous number of school discipline problems are simply manifestations of the need for a suitable adjustment vehicle.

How much better it would be for everyone concerned if that adjustment could be of the direct variety—resulting from success and achievement—rather than the less desirable stirring-up of trouble in the school or home. This can be accomplished in the English class, where every child should be

afforded an opportunity to gain, as his rightful heritage, a thorough grounding in the fundamental principles of our American-English language.

Language is a tool, machine tool, capable of producing a force mightier than the most powerful weapon ever forged in a mill—a force with degrees of accuracy superior to the finest micrometer and with shades of beauty that rival the masters of the brush.

Wars are fought and won, if a war can be won, on the battlefield; but the final terms are reached around a conference table using the most economical, the most versatile, the most humane—in a sense—of all weapons: words. If we can, through the teaching of language, bring a better understanding between the peoples of the world and, even more important, between ourselves and our friends and associates, perhaps the word will supplant the bomb. Maybe this is idle dreaming, but dreams have been known to manifest themselves in reality. Pasteur and Edison were dreamers too, remember?

The engineer can design an engine, the machinist can form the parts, the mechanic assemble them; but unless the engine is put into use it will eventually rust away and become useless. The language machine also needs use. A knowledge of the mechanics of the language is useful, but even more essential is the practical application of those rules to everyday situations that pupils face. Application of a newly-learned principle to a life situation provides:

1. Readiness to learn more
2. Reason for retaining what has been learned.

How much more stimulating it is for a junior-high pupil to prepare a paper or discussion on a problem of current interest to him or his gang than it is to expound for ten minutes of agony on "What a Daffodil Thinks of Spring." To quote John E. Corbally, Jr.: "Idle hands are no more useless than busy hands doing work that is

#### EDITOR'S NOTE

*The classroom teacher, says Mr. Krivda, is needed to take up the slack in the secondary-school guidance program. As an English teacher in Schaaf Junior High School, Parma, Ohio, he discusses the problem from the point of view of his own work.*

pointless and unproductive."<sup>4</sup>

The "quality of mercy" was strained, indeed, when we were forced to learn it for recitation before the class just one hour prior to our first football game of the season. Would not the story "Football Hands," or "Rockne of Notre Dame" have been apropos? But no! We could read those stories on the day of the Senior Prom. That teacher must have hated boys and girls!

Literature can be presented as a pleasurable and imaginative, if only temporary, escape from reality as well as a valuable tool of learning. Given the opportunity, the adolescent will seek to broaden his reading interests if he can establish a meaningful relationship between his leisure reading and classwork.

It is amazing how much interest in reading Churchill's memoirs in *Life* was aroused by the social-studies teacher. What more "readiness" could I want than to be on familiar and interesting ground already traveled in another class? We were free to examine the succinct Churchill style now that we understood his thoughts in terms of our own situation today. "Gee," said one boy, "this'll come in handy for Miss Barton's class tomorrow." Did we reach our goal? Was literature made practical? Certainly!

I have seen many a mousey little girl or timid young lad become a veritable fountain of glamor and strength when he could speak his lines into the microphone of a tape recorder. Original scripts, often

<sup>4</sup> John E. Corbally, Jr., "Homework That Teaches," *NEA Journal*, Nov. 1953, p. 478.

adapted from a traditional classic, have a way of coming alive when recorded by "the kids in our crowd."

The English classroom need not be dull. It is not necessary to "cover" a traditional selection if the teacher believes that there is more to be gained from something of this century. As English teachers many of us have become so steeped in tradition and grammar that we sometimes look with suspicion upon anything the pupils enjoy. This month's magazines just might contain something every bit as "good and proper" as the writings of the old bards.

To my mind only two things improve with age—certain cheeses and rare wines. Since I do not want my classroom to become mouldy, or my pupils to become intoxicated, I prefer to make language a *living*

thing. Something of the ancients can be injected into almost any discussion with good effect; but how terrifying it must be to hear a teacher say, "Today we are going to study the rhyme scheme of the *Graecian Ode*."

I spent one year as training supervisor of the personnel department of a large department store. It was here that I had time to think, to make comparisons, and to learn, once and for all, that I *must* be a teacher! My work was pleasant and my co-workers congenial; but it did not offer the satisfaction that comes from helping a boy or girl to an appreciation of a piece of literature. It had no substitute for the thrill of directing a play and nothing to surpass the pleasure I experience when I overhear, "I like Mr. Krivda's class. It's fun to learn English there."

## Our Student Panelists

By MARJORIE SCOTT

**A**FTER BEING present at quite a number of teenage panel discussions I can never subscribe to the theory that teenagers are all flighty and irresponsible, with never a serious thought under those crew cuts and bleached forelocks.

Once a month groups of our sophomores present a panel discussion on a topic chosen earlier and approved by the majority of the class. Topics are unbelievably wide in range and scope. One group may be trying to untangle the knotty problem of ways to handle younger brothers and sisters while another class is listening to a discussion of the possibilities of travel into outer space *a la* Captain Video. Politics, war, international relations, the UN, television, community betterment, home conditions, school problems, and personal worries are all fair bait for these student panelists.

Many problems require research, but it

doesn't seem like too much trouble when you need it to help back up an argument.

Each group has a chairman who calls preparatory meetings several days prior to the program. The chairman is in charge for the period; he controls the discussion and the class participation, and prepares a summary.

We have seen models of flying saucers, pictures of drug addicts, examples of correct

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### EDITOR'S NOTE

*The monthly student panels conducted by the sophomores in Elizabeth-Forward High School, Elizabeth, Pa., seem to constitute a flourishing project. Miss Scott, who teaches in the school, says that both pupils and teachers find the panels "enlightening and stimulating."*

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school dress, hair styles, stamp collections, sketches of experimental cars, plans for a teenage recreation center, and innumerable articles on every imaginable subject.

Student panelists learn respect for one another. They realize that sometimes other people have good ideas too. They learn that the quiet soul who never says a word in class is a real expert in making models of flying saucers and talks well and readily about them. They learn, to their surprise, that their football hero can and will speak

fluently about UN problems. They learn that speaking before a group is really not at all terrifying when one is seated with a group of three or four friends who are also going to talk, so that no one is the sole center of attention.

Yes, panels are enlightening, and not only for the students. The teacher, as an interested audience, will learn a great deal about his students and, incidentally, about many other subjects too. It is a stimulating experience for everyone concerned.



## "Outstanding" Teachers at Almostanyold High School

*The Mover.* The Mover is a curious character. His table has several piles of exercise books on the left-hand side, and an eraser, chalk box, box of pencils, and a pile of rulers on the right. He spends a good deal of his time arranging these items in symmetrical order, and then he begins. He moves a pile of exercise books to the center; then he moves the pencil box on top of them; later he moves them back again, and so on. He is definitely a man to be regarded with suspicion.

*The Chalk Juggler.* A clever man, this. You always feel that he has missed his vocation. . . . A beginner will toss a piece of chalk from one hand to the other as he talks, sometimes dropping it and losing the drift of his lesson. . . . Those at the top of the tree, so to speak, will really juggle, with two pieces of chalk in one hand. This latter stage is somewhat severe on the children's eyes. . . .

*The Eraser Screwer.* This type hangs on to the eraser all through a lesson, occasionally, under great emotional stress, squeezing out little clouds of chalk. Usually he wears a dark suit which bears the marks of his propensity. . . .

*The Leaner.* This type is usually also a Lapel Clutcher and a Heel-and-Toe-Rocker. He will sit in his chair and tilt it back beyond what a normally susceptible pupil can bear. "Will it? Won't it?" must surely divert the minds of his hearers from his weighty words. . . .

*The Ummer.* The Ummer is a difficult specimen, but very common. . . . In history classes, his song is something like this: "When . . . um Henry the Eighth saw . . . um . . . Anne . . . um . . . Boleyn, he . . . um . . . decided to . . ." Note-taking seems

to suffer under this man. A similar type is the Error. . . .

*The Earring Dangler.* . . . She usually nods her head to make the earrings waggle, and this holds her class in awful attention. . . . A close relation of this lady is the Bead Fingerer. . . .

*The Magician.* He usually teaches science, and holds the attention of his class well. With a nothing-up-my-sleeves expression, he disposes bottles and bunsens, test tubes and retorts, proving all matters completely to his own satisfaction. Billy Bloggs in the front row thinks how wonderful it all is, and usually regulates his admiration according to the strength of the smells produced. . . . But when Billy Bloggs has to repeat the experiment, why, it just does not seem to work out.

*The Pacer.* The Pacer is usually a quiet man, absorbed in his subject, and a great friend of shoe-makers. He walks backwards and forwards, backwards—and forwards, talking first to one wall and then to the other, while his pupils fall victim to that peculiar disease known as tennis-court neck. . . .

*The Spectacle Twirler.* To achieve proficiency in this, one must, of course, wear glasses. Frames with flexible sides are not recommended, but thick frames of the "horn rimmed" type are ideal. . . . The technique is to put on the glasses while uttering a point; remove them during a pause; put them on to state another point; and so on. To say that a practiced Spectacle Twirler can take off and put on his glasses 50 times in a 45-minute lesson is no exaggeration.—ROGER ASCHAM in *The Texas Outlook*.

# "What's Your Problem?"

Orientation through group guidance features auditorium program using a "panel of experts"

By  
MAX A. SOBEL

ALTHOUGH EXPERTS agree that the use of group techniques in the area of guidance is highly desirable, a survey of current literature finds little discussion of any such programs now in operation. This article has been written to describe the use of group guidance in the orientation of new ninth-grade students entering a junior high school from traditional elementary schools.

The transition from an elementary routine centralized about a single teacher to a program involving a pupil with possibly seven or eight different teachers has long been recognized as one of the most difficult periods of adjustment in a child's life. Coming at the age when problems of adolescence are already present, the junior-high-school years are trying ones for student and teacher alike.

As the guidance counselor for a ninth-grade class, I had the opportunity of interviewing many boys and girls during the early weeks of the term. We discussed the problems which faced these young people in their new environment. Specifically, here are a few of the recurring problems as expressed by pupils' comments and questions:

"How can I change my pattern of study?"

"I'm not sure what course to take."

"How do I join a club in this school?"

"I'm the only one in my homeroom from Blank school and I'm not happy there."

"Why do we get so much homework here? We never had so much in the eighth grade."

Since the majority of the problems presented to the counselor during these first weeks were of general interest, we thought that it might prove profitable to discuss them with the entire ninth-grade class as a group. Accordingly, the class assembled in the auditorium to attend a program on "What's Your Problem?" The program presented a "panel of experts" consisting of four honor students who were not new to the school and who had proved to be very well adjusted, both socially and academically. The grade counselor served as moderator of the panel.

These experts were not rehearsed, nor were they given any advance indication of the nature of the problems to be discussed. They were merely asked to consider the problems presented and to express their opinions in view of their past experience in the school.

The problems were presented in the form of direct questions as well as in the form of dramatic skits which raised some question for discussion. The members of a skit were allowed to engage the panel in discussion upon the conclusion of their presentation. At one point the vice-principal was invited to present a problem which he had faced, namely, providing for pupils who work after school and are unable to report for de-

## EDITOR'S NOTE

*The numerous new ninth-grade students that the Robert Treat Junior High School, Newark, N. J., gets from eight-grade elementary schools need some orientation. Mr. Sobel, who teaches in the school, tells how this is done through a panel of students—old-timers who have been around since the seventh grade.*



tentions. The panel's advice was both sound and earnest.

Evaluation of such a program is very difficult and must necessarily be subjective rather than objective. Audience attention was excellent, and interest in the discussion was evident. Many questions were answered for the students in a manner which was certainly more emphatic than they would have been if answered during a talk. Cer-

tainly the boys and girls seemed to enjoy the novelty of receiving advice from other students rather than from a teacher or counselor.

Finally, the program served to develop a feeling that the school was working together with the pupils for the mutual satisfaction of the needs of both. From a guidance point of view, the latter achievement alone made the program worth doing.

## Findings

**COMIC BOOK CHOICES:** "Cartoon" and "teen-age" types of comic books won the vote preferences of 297 seventh-grade pupils in Hoover School, Merced, Cal., by a respectable margin, with scores of 199 and 141 respectively, reports Robert Wayne, orientation teacher in the school, to this department. The other 3 top-ranking types of comic books were "horror" (117), "romance" (114), and "war" (105).

Pupils each were asked to state 4 kinds of comic books they preferred, and scores were reached by dividing total votes for a type by 4. "Crime" comics ranked 8th, with a score of 57, and "classics" ranked 9th with 54. We were surprised to see "space" (or science-fiction adventure) rank at the bottom in 15th place with a score of 18. Maybe children get more space-crazy in the upper grades. We were impressed by the reply of one pupil to the question of why he liked comic books: "You can see what you are reading."

**LIVING COSTS: RURAL, URBAN:** The question of how living costs of urban teachers compare with those of rural teachers is a matter of frequent concern to teachers in states that have uniform minimum salary schedules—and probably is a bone of contention in states that don't have, too. A recent Texas study in which 95 urban teachers

and 91 rural teachers cooperated to settle the problem is reported by L. B. Ezell and L. E. Parmer in *Texas Journal of Secondary Education*. The urban teachers were in 3 cities with populations of 20,000 to 52,000, and the rural teachers were in 11 small towns or villages. All teachers reported itemized prices paid locally for specified commodities and services, under 8 main headings. Results showed that city teachers had higher living costs by the following per cents: Food, 4.5%; clothing, 13%; cleaning clothes, 8%; transportation, —1% (1% higher for rural teachers); amusements, 34%; public utilities, 8%; housing costs, 100% for apartment rent, 86% for house rent, 24% higher for monthly payments on house purchase; miscellaneous, 8%.

**SCIENCE ENROLMENTS:** During the past 30 years, high-school enrolments have shifted from physics to biology, while enrolments in general science and chemistry have remained stable, according to a report of a committee of the Central Association of Science and Mathematics Teachers published in *School Science and Mathematics*. Based upon five previous studies, the figures show that: In 1922, some 18% of high-school students took ninth-grade general science, while 19% were taking it in 1952. Chemistry also remained stable, attracting 7.4% of students in 1922, and 7.6% in 1952. Biology grew from an enrolment of 9% of students in 1922 to 20% in 1952. But physics, the international glamour science of the past few years, with an enrolment of 9% of high-school students in 1922, had lost more than half of that enrolment by 1952. Even since the Atomic Age opened, physics, with an enrolment of about 5.5% of students in 1947, dropped to 4.3% in 1952.

**EDITOR'S NOTE:** Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

# COURSE *for* DROPOUTS

9th-grade social-studies course on jobs and futures persuades 91% to remain in school

By

HENRY J. FLYNN, NORMA SAUNDERS, and ROBERT HOPPOCK

**T**HIS IS A description of a course in occupations for potential dropouts, taught to ninth-grade boys in the Toaz Junior High School at Huntington, N.Y., by Mr. Flynn.

*Purposes.* The purposes of the course were to prepare the students, who would terminate their formal education within the next year or so, to make the transition from school to work, and to encourage some of the group to remain in school by showing them how the school could help them to prepare for their vocational objectives.

*Selection of pupils.* The boys were selected by the school principal on the basis of cumulative records and personal acquaintance, and any other evidence that led him to regard an individual as a potential dropout. Among the deciding factors were unfavorable family attitudes toward education

and a record of trouble or a lack of rapport between the student and his teachers. Twenty-two boys were selected and assigned to this course to meet their ninth-grade requirement in social studies. Their ages ranged from 15 to 18, most of them being 16 or 17. About one-third of the group came from rural elementary schools in neighboring districts and had just entered Toaz.

*Procedure.* The course met for one fifty-minute period daily, five days a week, for a full school year. Course content was cooperatively planned by pupils and teacher, around topics suggested by the class. Plans were made for only one marking period at a time; there were four marking periods in the year.

Class activities included:

Practice job interviews with demonstrations of good and poor procedures; meetings with interviewers from the state employment service; discussion and practice in preparing budgets based on average earnings; practice in preparing deposit slips for bank accounts; applying for social security numbers, with related discussion of the reasons for and benefits of social security, and a review of jobs which are and are not covered by social security; similar discussion of unemployment and workmen's compensation; practice on job application forms; comparison of geographical locations of major industries, and related examination of maps to compare distances from Huntington.

Review of occupational trends; comparison of physical, personality, and other re-

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## EDITOR'S NOTE

*Potential dropouts among ninth-grade boys in Toaz Junior High School, Huntington, N. Y., are assigned to a special course. This course has the readily apparent aim of giving the boys terminal vocational information. It also has the less apparent purpose of convincing the boys that they had better stay in school. And in the latter aim it has been 91% effective. Mr. Flynn teaches the course. Miss Saunders teaches girls' physical education in the school. Dr. Hoppock is professor of education at New York University.*

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quirements for different jobs, with emphasis on the fact that each boy could find some job that he could do well; writing and addressing job application letters; explanation of apprenticeship and union membership and the long-term advantages of learning a trade; discussion of citizenship on the job as compared with citizenship in school; study of where to look for jobs; legal regulations related to occupations, including those relating to the operation of motor vehicles; instruction in how to dress and act while applying for and after getting a job; and a study of current strikes in the vicinity.

On eleven Thursday afternoons the students were excused from other classes and taken on tours of local industries. Included in the course were other social-studies items not primarily occupational.

There was no specific unit on the value of education and no pressure to remain in school, but the desirability of additional training became apparent to the class members incidentally through several of the class discussions and other activities.

*Textbooks.* No textbooks were used for the simple reason that some of the boys were non-readers. There was no required homework, but some was done voluntarily when the students saw a need for it. For those who could read and who wished to do so, five books were available. These were:

Virginia Bailard and Ruth Strang, *Ways to Improve Your Personality*. New York: McGraw-Hill Book Co., 1951, 249 pages.

James H. Bedford, *Your Future Job*. Los Angeles, Cal.: Society for Occupational Research, Ltd., 1950, 366 pages.

"Current Events Series," *Geography for Today*. New York: Charles E. Merrill Co., 1950, 48 pages.

N. W. Newsom, H. R. Douglass, and H. L. Dotson, *Living and Planning*. New York: McGraw-Hill Book Co., 1952, 470 pages.

Douglas S. Ward, *Youth and Jobs*. New York: Charles E. Merrill Co., 1952, 32 pages.

*Appraisal of results.* The first report of results from this course came from the

school principal, who observed that the attendance of the pupils had become more regular and that fewer of them were appearing in his office for disciplinary action. When he was invited to visit the class and commend them on this, he did so and the boys were pleased. In the opinion of the teacher the course could not have succeeded without the cordial support of the school administration.

All but two of the original 22 students returned to school to start their tenth year. One of the strong motivations for remaining in school appears to have been the desire to study driver education, because many of the boys hoped to find jobs which would include driving. Others had seen opportunities in the school's program of cooperative work-experience. They had also learned that the high school offered a variety of courses that could be passed without a high level of scholastic aptitude.

The pupils were astonished at some of the questions asked on job application forms, e.g., "Were you ever arrested?" They liked least their practice in writing letters of application, but apparently they believed that they needed it. One student rewrote his letter seven times before he got it right, and several class members evidently had never addressed an envelope. After discussing individual differences among themselves, they began to see and to comment upon relations between their own abilities and limitations and the requirements of the jobs observed on tours.

A written invitation to parents to meet with the teacher brought favorable responses from only two parents, so the proposed meeting was cancelled.

When the boys were invited to an evening reunion during their tenth year, 18 of them returned and expressed a desire for additional meetings and tours.

The course is now being offered for the second time. Apparently from word-of-mouth advertising, four students asked to be assigned to the course this year.

# AFTER MANY DAYS:

## Some Pupils Just *Seem* Unresponsive

By  
LOUIS FOLEY

IT WAS LATE in a spring afternoon. At Clearington Central High School the day's work of educating the adolescents of the community appeared to be finished. Except for the clicking of a typewriter in the principal's office, and the rhythmic friction of the janitor and his assistants sweeping the floors, the building was quiet.

Tom Weaver, teacher of literature and speech, was alone in his room. Perhaps somewhat as a teacher feels subtly flattered when a stranger down town takes him for a broker, an insurance agent, or an automobile salesman, so Tom had a little pride in the fact that his classroom was anything but typically the professional setting for a "lit" teacher.

There was no very imposing collection of books in evidence; he put his emphasis on quality in reading, rather than on the number of books that pupils somewhat or other "read." The walls were not cluttered up with portraits of authors; he considered that the textbooks quite adequately took care of the need for such illustrations, as for most other visual aids. The room was indeed well-nigh completely bare of objects that were not definitely functional.

It was Tom's theory that a "neutral" sort of environment could best be adapted at will and equally well to the different kinds of "atmosphere" that one might strive to create, in trying to make young people grasp the true inwardness of this or that fine piece of writing. Because he remembered his own experiences and attitudes as a school boy, he realized, as some teachers do not, that the sort of decorations and stage-properties which commonly find their

way into "English" classrooms, because through personal associations they have sentimental value for the teacher, are often likely from the pupils' point of view to seem a little bit silly or at best not really illuminating or particularly helpful.

If the room had any kind of "atmosphere" at all, it might be described as that of cool-headed friendliness. That at any rate was about what Tom would have wished it to represent. He was not the sort of teacher to be very effusive over young people or to "kid them along." It was pretty generally recognized throughout the school, however, that Tom was a "good scout," a "square shooter," sincerely devoted to his work and not lacking in a sense of humor.

His pupils might have testified that he was clever at explaining things so that you saw them clearly and simply, that he could be very patient if they were really difficult for you, but that he always "meant business" and expected you to mean it too. If the administration forgot him a little sometimes, that may have been partly because he seldom attracted attention to himself by referring his "problems" to the office; he handled them quietly in his own way.

The day's classes over, Tom had hustled through his paper work, cleared his desk, and noted some necessary preparations to be made for the morrow. He looked up as a step sounded in the doorway. It was Ed Calvert, the new instructor in social science. Though Tom was considerably older, the two had in a short time become fairly intimate friends.

"You know," said Ed as he walked in, "this is one of the days when I wonder what

it's really all about. These young people seem to have no interest in absorbing any ideas that are really intelligent, really wise. All they want to learn is some kind of cut-and-dried generalization, such as 'The British are so-and-so,' or 'A Russian always does this or that.'

"I have to laugh when I think of all the protest that has been raised against students' having to learn dates in history. Why, that's what they mind the least! There are all sorts of easy tricks for remembering mere dates. But when you try to show them why a certain date is important, they seem to go cold on you. They don't want to *think* about such things, they just want 'facts'—as if a 'fact' could mean very much by itself."

"You make me think," said Tom, "of what I go up against every year when I have to coach the midwinter play. Be thankful you don't have to handle *that* assignment. Just as you find it in your history or civics classes, they seem unwilling to see the point of it all. And naturally the results show up in a play so much more definitely than in classroom work."

"For instance, you know, the boys will cheerfully work their fingers to the bone making stage-sets or chasing down properties. The girls will go to no end of trouble to provide their costumes. They will all work eagerly at selling tickets or advertising the show. You can even get them interested in some of the technique of movements on the stage. But when it comes to saying the words of the script so that those words mean something—and especially so that they mean unmistakably just what they're supposed to mean—well, that's where, as you say, they 'go cold on you.' That just doesn't seem important to them."

"It's like a good many other things, I guess. Their attention is completely absorbed by what is most immediately conspicuous, so that they haven't any left for the things that don't hit you so squarely in the eye, but that you and I regard as what really counts."

"Yes," said Ed, "you put your best into it, and what response do you get? You try to show the kids something that would open up new worlds for them, if they'd only take hold of it. They just look at you, say nothing, and go on as if nothing has happened at all. It just doesn't register."

"I wonder, though," replied Tom thoughtfully, "whether this apparent lack of response is anything peculiar to teaching. Take advertising, for instance. When a business firm sends out expensive illustrated pamphlets by the thousands, do you know what percentage of replies they expect to get? Well, if they get one out of twenty, they think they're doing all right. And businessmen, you know, are supposed to be terribly 'efficient.'"

"Oh, of course," said Ed, "there's generally a bright pupil now and then who seems to catch on. But I get discouraged over that considerable number who sit there dumbly day after day without my seeming able to make any impression on them at all."

"I know just how you feel," replied Tom. "I get that way myself once in a while. Usually, however, just about the time I hit bottom, something happens that makes me believe the effort counted for more than I dared hope."

"What sort of happening do you mean?" asked Ed.

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#### EDITOR'S NOTE

*Sometimes it seems as though most of our pupils pass through our classes without our having accomplished anything with them or left any impression upon them at all—like so many asbestos mannikins unaffected by the fires of learning. But often we have done more for these boys and girls than we are ever likely to know. That is the point of this story by Mr. Foley, who is director of the Business Communications Workshop of the Babson Institute of Business Administration, Babson Park, Mass.*

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"Well," said Tom, "I might tell you about a little incident that happened during the war. As you know, I was working the second half of every night, five nights a week, in that war-plant over on the other side of town. When our shift went off duty in the morning, I got my breakfast at that little soda-bar two blocks this side of the plant. One morning, as I got up on the stool and ordered my breakfast, I noticed sitting beside me a young man in the uniform of the Marines. A uniform's virtually a disguise for the average person. I didn't give him a thought.

"You can imagine my surprise when he said pleasantly, 'Good morning, Mr. Weaver.' Somewhat startled I turned to look at him.

"I guess you don't remember me," he said. 'I didn't expect you to, you have so many, and it's been several years since I was in your class. My name's Joe Bristol.'

"Gradually some dim memories began to come back. You know how it is. There's a sort of vague group who never do anything good or bad to attract attention. They just help to fill up the classroom. That had been Joe's case.

"Well, well, Joe," I said, 'I'm glad to see you.' And we shook hands. I tried to make it look as though I remembered him—I don't know how well the bluff worked. Joe had spent some time in the Pacific. He was recovering from slight wounds which apparently wouldn't incapacitate him very long. To look at him, you'd say he was in pretty fine shape. Well, about the time we were halfway through our coffee, Joe pulled out a pack of cigarettes. After hesitating a moment he asked, 'Can I offer you a smoke?'

"Thanks," I said, 'that's my favorite brand.' And it really was, too. You remember how things were in those days. You stood in line, you took what you got, and you were lucky if there were any cigarettes left when you finally reached the counter.

"You know, Mr. Weaver," he said, 'as I look back on it now, I can see that you must have thought I was pretty much of a dud in your classroom. I'll never forget that day you shook me and said it bothered you to see anybody sleep in such an uncomfortable position. Honestly, though, I just couldn't help it. That year I was working nights in a filling-station, I needed the job, and I simply wasn't getting enough sleep.'

"I didn't tell Joe, but I could understand and sympathize a little better with that since I'd been doing extra night work myself!

"Believe it or not, Mr. Weaver," he went on, 'I did get a lot out of your classes. Much more than you thought I was getting. To tell the truth, I didn't realize it at the time. But lots of your lessons have come back to me since I've been in the service. You'd be surprised at the kinds of situations I was in sometimes when all at once I'd think of some of those things. Maybe being so far away from home had something to do with it.

"Maybe it was the oriental architecture we got a glimpse of once in a while, out there in the Pacific, that reminded me somehow of what you used to tell us about symbolism. I was surprised to find how many things I remembered of your explanations of symbols. I remembered how you told us the rabbit got to be an Easter symbol, how Christmas came to be written Xmas, and lots of other examples.

"But you know, Mr. Weaver, you'll laugh when I tell you the really big lesson you taught me. You probably forgot it forever two minutes afterward, but it really did something to me. It was when you called me for an interview, after that oral report of mine that was such a flop. You didn't say that about it, but I knew well enough it was. When you talked it over with me afterwards, you only criticized a few points. Right now I can remember only one, but that's enough. That one has made plenty of difference.

"Now, Mr. Weaver, may I ask a question? Since we've been talking here, have you heard me say 'uh-h' a single time?"

"I had to admit that I hadn't.

"You see, I really got it licked. And it was getting to be an awful habit with me, before. After you made me realize it, I began to notice how many people do it. The more I noticed it, the more I made up my mind I wasn't going to be like that.

"And speaking of symbols, it finally percolated through my gray matter that that 'uh-h' habit was the perfect symbol of the junk that people load down their talk with, instead of really saying something. Maybe you think a little thing like that hasn't much to do with service in the armed forces. Say, you'd be surprised. You know, I honestly think it had a whole lot to do with my getting promotions in the Marines. That's because it goes right along with the kind of snappy, streamlined answer an officer likes to hear when he asks a question. I had a sort of special advantage because I was pretty regularly on detail for a while with a couple of guys who were really bad on the 'uh.'

"It wasn't only just that, of course, but it was getting at the root of the thing. Talk about courses in personality development, I worked one out for myself! I really worked at learning to say what I had to say, right straight through without hesitating. I'm telling you, that goes over big with the big shots, anywhere. I think that had a lot to do with my getting in good with the C. O. So you see, Mr. Weaver, you did teach me something. Without that little lesson of yours, I might very well not have got to be a tech sergeant."

"Well, there you are, Ed, miracles do happen once in a while. Through the years

this kind of Joe miracle has happened to me a fair number of times. I say to myself that probably all of us teachers would get such encouraging testimony from more of our pupils than we'd believe, if circumstances brought us together oftener in the right way. How often have you and I ever told *our* former teachers what they did for *us*?"

"You know what that makes me think of?" said Ed. "A verse in the Bible. I remember it from the time when I was a kid in Sunday School. Somehow it stuck in my mind—mostly, I guess, because it didn't seem to me to make much sense. 'Cast thy bread upon the waters, and thou shalt find it.' Now I think I see something of what it means. Only I'd like to put in the word *maybe*!"

"Well, Ed, for my part I think I'd amend it a little differently. You see, I've remembered that same verse myself. I would add: *if you throw it upstream.*"

"That's a good one," laughed Ed.

"Don't misunderstand me," Tom went on. "I don't mean it as a mere wisecrack. Our bread, such as it is, we're throwing upstream when we give it to these youngsters of the coming generation. When the current of time brings them down nearer to where we are now, then we have a chance to see it coming back."

He glanced at his watch and took a step toward the door. It was time for the building to be closed for the night.

"Another thing, Ed," he added. "You left out part of the quotation. The verse says, 'thou shalt find it *after many days*.' In the case of some of the young people we know, it looks as though it might take so *many* days that it won't ever catch up with us in this life!"



Surely the problem of curriculum should be brought out of the musty halls and library stacks of the university and teachers' college and taken into the community among the citizens themselves.—Editorial in *The Social Studies*.

# PRECEPTS UNFURLED

## *A Personal Classroom Code*

By ANN ESS MORROW

I CALL MYSELF a teacher, a molder of young minds. The rigors of the truth are mine to offer pleasantly. I point to ways of thinking that philosophers of many calendars have worthily proved sound.

I must not use indoctrination as a classroom tool, or take advantage of the pliability of youthful minds within my sphere of influence. My attitudes, my deeds, my life must be a wholesome picture of the way of living I find right for me and them. Always I must stimulate a tolerance that's wisdom-steeped, and urge originality of worthwhile thought. I care not for an echoing of statements made by class authority.

I must remember that the fuel of friendliness heats all who come within its radiation, dissipating rapidly the chill of the impersonal, and I must seek a lasting warmth for these my charges rather than a temporary glow. I must constantly remember that to many boys and girls this school-home that I hostess is surprisingly more pleasant than the family one from which their daily exodus is made. I must not deal in constant negatives—affirmatives must aptly come from me. I must acquire and then maintain a ready sense of humor and a kindliness of manner that creates awareness of approachability.

I must control my sense of shock at confidential revelations. If in listening I melt

the years between us, I must hastily restore them as I guide. I must truly lead with care, with the knowledge as I do so that my personal convictions might bring disapproval on the really great profession I have chosen for my own. My enthusiastic attitude I must implant in them so that fervent future teachers leave the shelter of my room. I must act upon the premise that I represent all teachers when relations with the public are concerned.

Like a true physician, I must seal my lips forever to the problems of the many who so earnestly confide. Their emotional upheavals cannot serve for fireside chatter, or be laughed into the ready ears of anyone who heeds.

In dealing with the problem child, I must not lose myself completely lest the educational welfare of the group be jeopardized. Such problems are to be pursued in after-classroom hours, that the learning of the many may continue unimpaired.

I must never use a weapon of control which I deny to pupils because of my position. I must remember that if I speak sharply, the sharpness which it instantly begets can never with impunity be bandied back by them. In order to control the youthful, I must first control myself.

I must school me in the precept that intensity of silence does not mean successful learning, yet I know the pedagogic process cannot well progress in noise.

I must clear the air emotionally when each new group walks in. Never should my charges feel the violence of moods that overhang me as I stand before the class. That I was thoroughly provoked at John at eight does not permit my victimizing Jim at nine.

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### EDITOR'S NOTE

*For some years Mrs. Morrow has been guided in her teaching by the philosophy which she states here. She teaches in Pontiac, Mich., Senior High School.*

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I must not pride myself upon the stiffness of the course I teach and on the many numbers whom I fail. I must remember that the boys and girls, so like adults, grow warm at small successes—that triumphant moments must be theirs else morbidity of attitudes prevails.

The value of professional growth must

stay in my awareness. I must not wall myself within unchanged dimensions of the mind. If opportunities to broaden do not come to me, I must, Mahomet-like, seek them, for learning is eternal.

Like God, a teacher who is real loves children—and in his love of them and Him, leads them to better living.



## \* \* *Tricks of the Trade* \* \*

By TED GORDON

**BIRTHDAYS**—Get the largest calendar you can and at the beginning of school pass it around for each pupil to indicate in the proper space his or her birthday. Post the calendar prominently so that you can all wish one another "Happy Birthday."

**COUGH UP**—I have learned to keep a box of cough drops in my desk drawer for those disturbing youngsters whom a drink of water does not quiet.—*Carlos de Zafra, Jr.*, Charlotte High School, Rochester, N.Y.

**WATER WAYS**—In adding water to an aquarium, pour water into a saucer held just below the surface of the water. In this way the sand and the water plants are not disturbed. This is much more satisfactory than using a sheet of paper, as was suggested somewhere years ago.—*Sister M. Leonissa*, R.S.M., Sisters of Mercy, Ludington, Mich.

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**EDITOR'S NOTE:** *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE. Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

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**A TADPOLE AQUARIUM**—Frog and toad eggs may be kept in an aquarium outfitted the same as for fish. When the eggs have hatched and the tadpoles are partly grown, they may be placed with fish. Do not put in more than two or three. Do not feed bread. Tadpoles eat microscopic organisms in the slime and plant tissue. When legs and arms appear, place rocks or a floating piece of wood on which they can rest above the water, for they now breathe with lungs instead of gills. When the tail is absorbed, take the frogs and toads home and turn them loose in the garden. They are beneficial because they eat the injurious insects around the yard.—*A. York Escalante*, Audio-Visual Aids Section, Los Angeles City Schools.

**TEST REVIEWS**—A good way to review for tests is to place scrambled words on the blackboard and have a contest to see who can unscramble them first. Use the words in the subject assignment.—*Jack H. Brady*, Bell Gardens, Cal.

**MUSICAL PORTRAITS**—To develop imagery in a pre-poetry unit, pin beautiful pictures on the blackboard. Play a record that strikes the pictorial mood. Then have some student write the suggestive words. Sooner than you think, you have a timely caption.—*Joe Casey*, Puyallup, Wash.

# These things happened to our 1953 GRADUATES

By  
DANIEL W. SNEPP

THE INTEREST of our high schools in their graduates does not end with the granting of diplomas. These young people are the products of our schools. We have furnished the academic atmosphere in which they have worked and have guided their courses through four years to graduation. Whether we like it or not, we must accept some responsibility for their failure as well as share in their success.

One of the big questions being asked of educators today is: Do the high schools have a rigid curriculum that expects all students to bend to its scholastic requirements or do they have a flexible curriculum that bends to the needs, interests, and abilities of their students? The answer made by high schools to this sixty-four-dollar question reflects rather generally their attitude towards holding power and the emphasis which they have placed upon training students for jobs in their vicinity.

The findings of a recent study of Evansville, Ind., high school graduates should contribute some valuable information to our guidance staff and to those who formulate our curricular program in order to provide more adequately for individual differences among students and prepare them to fit into our rapidly developing industrial community.

As we review the history of this class of 1953 with its 1,058 graduates and compare it with the 1,540 entering freshmen of 1949 we become concerned with the great number of fatalities along the way. Some have transferred from our community and have continued their education elsewhere. Many

for various reasons have dropped out of school.

The drop-out problem in our high schools has now been under critical study for three years. We have diagnosed the causes and are working on the solution. The holding power of our schools on the class of 1953 has dropped to 68.7 per cent, as compared to 70.8 per cent for the class of 1952. The drawing power of high wages paid by industries is the offsetting factor. However, this holding power, although two per cent down from that for the class of 1952, is not bad when compared with that for the classes of 1951 and 1950—67.8 and 64.1 per cent, respectively.

A summary view of our survey presents interesting figures for consideration:

1. Twenty per cent of the freshmen who entered our high schools in 1949 enrolled in institutions of higher learning in September 1953. This is a national average according to the U. S. Office of Education.
2. The number of graduates employed in the industrial and service field has increased more than 8 per cent over last year. High wages is the contributing factor.
3. The total percentages of graduates entering the business occupations and attending colleges are almost identical for the classes of 1952 and 1953.
4. The enlistments of this year's class in military service total only 43 boys, when compared to 121 boys from the class of 1952. This difference may be attributed to two causes, attractive wages offered by industry and fewer calls issued by the draft boards.
5. Over a five-year period Bosse High School led in the number of graduates enrolled in institutions of higher learning, Central in the number entering the business occupations, and Lincoln in the service field. The graduates of Reitz have been well distributed over the three important areas.
6. This study, like other follow-up studies in recent years, shows a definite trend towards early



TABLE I—OCCUPATIONAL CLASSIFICATION OF GRADUATES

	Number		Per Cent	
	1952	1953	1952	1953
Industrial and service.....	270	348	24.50	32.89
Institutions of higher learning.....	305	308	27.68	29.11
Business.....	284	252	25.77	23.82
Others: unemployed, moved, etc.....	75	61	6.81	5.77
Military service.....	121	45	10.98	4.25
Housewives not employed outside the home.....	47	44	4.26	4.16
Total.....	1,102	1,058	100.00	100.00

marriages among our young people. Sixty-six girls and nineteen boys in the 1953 class were married before October of that year.

We will now examine the occupational fields into which our recent graduates have gone. During the past year employment in the Evansville area has picked up rather sharply as a result of numerous war contracts obtained by our factories. Employment preference has been given to those boys—many of whom completed their work at Mechanic Arts School—who had been trained as sheet metal workers, machinists, automobile mechanics, and draftsmen. The five leading areas of employment were Seeger Refrigerator Company, International Harvester, farming, Briggs and Bucyrus-Erie. They employed 22, 19, 18, 13 and 11 graduates, respectively. It is interesting to note that Harvester has employed 3 and Briggs has employed 5 graduates of Lincoln High School.

In the service area the five trades or positions which attract most of our graduates are auto service stations, stockroom clerks, telephone operators, the food trades, and the building trades, which have employed 35, 29, 18, 17, and 14 graduates, respectively. Doubtless many of these persons, attracted to industry now because of the great demand, will later be considered misfits and will be dropped or placed in jobs for which they are better qualified.

In order to do a more effective job in preparing our graduates for college our program of studies is frequently evaluated, new

courses added, and old ones revised in the light of the findings of our counselors, who visit the campuses of Purdue, Indiana, and Evansville, and hold conferences with our graduates who are now enrolled in these institutions. These boys and girls have made suggestions which have proved helpful throughout the years.

Two hundred seventy, or slightly more than one-fourth of the 1953 class, are attending 40 different colleges and universities, located principally in the central states. One girl, however, is enrolled in the University of Paris. Evansville College, Indiana, and Purdue have attracted three-fourths of these graduates, broken down into percentages of 45.2, 19.6, and 10.8, respectively.

Thirty-eight members of the class are attending other institutions. These schools

#### EDITOR'S NOTE

*The Evansville, Ind., Public Schools recently completed their study of what had happened to the 1953 high-school graduates. Similar annual studies have been made for some years, so that trends can be spotted and the high-school curriculum kept abreast of probable future requirements of students. Mr. Snepp, director of guidance in the school system, points out, for instance, that in the past few years there has been a sharp increase in early marriages following graduation. The local high schools have taken notice of this by increasing their number of courses in the area of family living.*

may or may not be accredited. Their courses vary from a few weeks to four years in length. Fifteen of these graduates are enrolled in business colleges and thirteen are taking nurses' training in the three local hospitals. The percentage of this class now attending college is 29.1, which is the highest for any class during the past five years.

Employment in the business occupations is not as remunerative as it is in industry and service, consequently the percentage of this year's graduates employed in offices and stores is the lowest in five years. Especially is this true with boys. Out of 252 graduates entering the various business occupations only 22 were boys. Today there is an urgent need for the training of more office workers by our high schools. Industries, banks, and stores are asking for boys with typing and bookkeeping training. More students, especially boys with interests and aptitudes in the business field, should be guided into the business courses.

Lincoln High School, which enrolls colored students only, offers a business-training program comparable with that in our other comprehensive high schools. During the past five years this school has graduated 346 students, and of this number six have been employed locally—two receptionists, two stockroom clerks, one typist, and one general office worker, an employment percentage of 1.7. During the same years 103 or 39.6 per cent of Lincoln's graduates entered the industrial and service occupations. Those who specialized in business, if employed locally, must take jobs for which they are not trained or leave the city to find jobs suitable to their training.

According to Purdue's "Opinion Panel" conducted among 15,000 high-school students a few years ago, 49 per cent said they would like to have work experience in certain occupations while in high school. Our coordinator of distributive education has worked out a plan in cooperation with certain businesses whereby advanced students

in the selling, clerical, and stenographic courses are assigned to jobs. These students are supervised by the coordinator and high-school credit is granted for satisfactory work.

The classification labeled "Others, unemployed, moved, etc." is a heterogeneous group. Out of the 1,058 graduates in the class of 1953, some have moved from the city, some are working in their own homes, and a few are unemployable. This group of 17 boys and 44 girls make up 5.77 per cent of the class, approximately one per cent under the same classification for the 1952 class.

The Korean Armistice has apparently removed from the boys some of the pressure of the Selective Service Law. Last year's graduating class contributed 21 per cent (121) of the boys to the armed services. Forty-five boys, or 8.6 per cent of this year's class, have enlisted. It would appear that most of the boys who are not going to college have decided to take advantage of the present high wages in industry and will work until released or drafted.

The pressure of communism and the unsettled conditions of the world have forced upon us the law requiring that every able-bodied young man devote 8 years of his life to military service—active and reserve. We need to cooperate more closely with the various branches of the armed services in order to bring to these senior boys all current information available.

Within recent years there has developed a marked tendency towards early marriages among our high-school graduates. Before October of this year, 44 girls had married but were not working outside their own homes. Twenty-two other girls recently married were employed in offices and stores. This trend has been in evidence throughout the graduating classes since 1950, at which time 7.7 per cent of the girl graduates were married before October, in comparison with 12.4 per cent for the girls of the class of 1953. Because of this trend

towards early homemaking, the homemaking departments of the high schools have added such new courses as Family Living, Housing the Family, Home Nursing, and Child Development.

Before concluding this study we should point out the part which Mechanic Arts School plays in training boys to fit into the industrial life of the community. The 104 boys who finished their training at Mechanic Arts specialized in shops as follows: machine shop, 30; auto-mechanics, 16; electrical shop, 16; machine drafting, 15; machine maintenance, 11; sheet metal, 10; and aircraft mechanics, 6. Of this number 101 are employed in local industries, one is attending college, and two are in military service.

Mechanic Arts was organized in 1939 as a joint venture in which the public schools and the industrialists of Evansville co-operated to meet the problem of training skilled workers for local factories. Through the years Mechanic Arts and industry have worked together in the placement of the graduates. During the past two years a work experience program, organized by our trade and industrial coordinator in cooperation with local industrialists, has been in operation at the school. This plan operates only during the second semester for seniors who

are 18 years old and in good standing. The boys are supervised by the coordinator and high-school credit is given, but the type of job must be of apprenticeship standing.

Some might question the validity of this study because the figures are based upon findings made only four months after graduation. For our purpose we are not so much concerned with pin-pointing these boys and girls in certain colleges, specific jobs, or places of employment, as in locating them in the three major occupational classifications which have been discussed in this survey. Many are working in jobs which doubtless are temporary and exploratory. Some will move from job to job and from one place of employment to another in the industrial and service field. However, few of this group will go to college or into business.

Finally, this survey shows a rapidly growing industrial and business community looking to the high schools to man its machines and staff its offices. Approximately 65 per cent of our graduates are drawn directly into the work life of Evansville. In view of this fact our local school system is continually adjusting its program, improving its guidance services, and providing vocational experiences which will more nearly meet the needs of these future workers.



## Government by the "Few" in Small-City School Meetings

Why should third-class cities with annual school meetings still be subject to government by the "few" who sharpen the axe the night before the meeting? Second-class cities have a system of presenting the budget and electing board members that offers a chance for direct and maximum participation of the electorate at the same time as the second-class city elections.

In third-class cities I have seen my friends, school administrators, frantically beating the bushes to keep friends on the school board. I have seen \$50,000 budgets voted on and approved by an annual meeting consisting of five people. I have seen the manager of an industry, miffed because his boy

didn't make the team, arrive at a school meeting with 20 employees and "elect" himself to the board of education—and then "clean out" the faculty!

The best attendance out of 800 voters in one district was 75, or less than 10%. Is this democracy? Take the school budget—can it be read to a meeting in a realistic expectation of an intelligent evaluation of it by those present? Why not print it in the local newspaper several weeks ahead and let the board have a budget hearing? The question is: When do we third-class cities grow up? Or should we give the country back to the Indians and retain government around the annual council fire?—  
R. B. STEWART in *Kansas Teacher*.

# READER'S DELIGHT:

## Bookfair at Washington Junior High

By

FRANCESCA LA SORTE

TAKE A GROUP of forty-two active, energetic, enthusiastic, and imaginative teen-agers, a collection of brand-new books, colored paper, streamers, tacks, sheets, tables, ladders, bulletin boards, cooperative art, journalism, and music department; also an administration that is library minded, and you will have, as a result, the perfect recipe for a "bookfair galore."

By taking these ingredients singly and arranging them in the proper order, let us see how this combination can result in a book lover's delight. As any librarian may well imagine, a group of forty-two library assistants can be quite a handful unless every activity is well planned beforehand. But just such planning was started as soon as the George Washington Junior High School Library Club voted to have another bookfair this year.

As in previous years, subjects for displays were voted on and each student volunteered to work in his particular interest area. Each committee met with the librarian after school, to plan the displays on paper, down to the minutest detail. This involved selecting the theme for the display, planning for the art work, the arrangement of books, and the selection of books for their particular layout. Also it was necessary to arrange for sheets or drapery material to cover the tables in order that all displays might have a uniform look. A committee was formed to design and duplicate book lists for each display. These lists were run on colored mimeograph paper.

Let us say that you have been invited to sample a few of the new books on display. Upon entering the library you are

met, just outside the door, by Goldilocks and the three bears. They are lounging on chairs, with their favorite books propped up on their laps. The bulletin board above this serene scene invites you to visit the WONDERFUL WORLD OF BOOKS! (mitten letters on black background)

Once inside the library you will find it to be gaily decked out in color and informally arranged. The first display that attracts your attention is entitled MYSTERY! ADVENTURE! SUSPENSE!

Silhouetted on a red background are black cut-outs of a witch, cat and caldron, before which are arranged the halloween books (Fenner, *Ghosts, Ghosts, Ghosts*, Doremus, *Spooks and Spirits and Shadowy Shapes*, Harper, *Ghosts and Goblins*, Linton, *Halloween Through the Centuries*, and Sechrist, *Heigh-ho for Halloween*.)

Adventure is portrayed with a black-silhouetted pirate's ship flanked by such books as Fenner's *Pirates, Pirates, Pirates*, Janeway's *The Viking*, Lathrop's *Unwilling Pirate*, Jennings' *Clipper Ship Days*—to mention a few. The last panel on this backdrop takes us through space on a ship to Mars, this trip leading us to *Stepping Stones to Light* by Bishop and to *Miss Pickerell and the Geiger Counter* by MacGregor. Other space information on interplanetary voyages include *Rocket Away* by Frost, *This Is the Moon* by Cothren, *Marooned on Mars* by Del Rey, and *Space Ship Under the Apple Tree* by Slobodkin.

After this adventure into space you decide to come down to earth and turn your attention to the CHEMISTRY IN ACTION exhibit resplendent in yellow and orange cor-

rugated backdrop. A clever arrangement of Christmas tree lights, well concealed, throws a colorful glow on the heading of the exhibit. Next to catch your interest is science equipment, all set up to produce oxygen (this experiment was performed during Open House, to the delight of the on-lookers).

On either side of this array of bunsen burner, test tubes, and water trays is a small bookcase, inviting you to skim the latest science books. As you leaf through *Experiments in Chemistry* by Beeler, *Science Magic* by Hill, *Atomic Experiments for Boys* by Yates, and *Fun with Electronics* by Yates, you realize time is fleeting, so you pick up one of the science booklists to guide your science reading during the cold winter nights.

As you lift your head you find looming up before you a four-foot mountaineer whom you recognize as Tony Beaver, the main character in Mary E. Cober's new folk tale, *Remarkable History of Tony Beaver; West Virginian*. You are especially interested in this exhibit, as Mrs. Cober is a fifth-grade teacher in the building.

Leafing through her book, you find it well written with plenty of humorous illustrations, large clear print, and a vocabulary just right for the reluctant reader. Biggest surprise is a collection of the original illustrations by William Hayes. Comparing them with the ones in the book is fun. On exhibit is Mrs. Cober's original manuscript, complete with publisher's corrections. It must be a thrill for these boys and girls to have a real, live author in their midst.

A long line of letters a foot high, spelling the words "Hot off the press," catches your eye. Upon closer scrutiny you find them to be cut out of old sheets from the mimeographed school magazine. This display advertises all of the miscellaneous new books not appropriate for the other displays. They are classed under subject headings, such as romances, animal stories, biographies, western stories, etc.

On a navy-blue cloth background, standing straight and proud are a four-foot G clef sign followed by three musical notes (yellow, green, and red) informing you that EVERYDAY IS A HOLIDAY. *One Red Rose for Christmas* by Horgan, *Easter* by Watts, *Coronation Gift Book* by Saville, *Holiday Book* by Kohl, *Book of Three Festivals* by Lillie, and *Poems for Red Letter Days* by Sechrist all have prominent places here, and are most artistically arranged.

Upon making an about-face you find yourself face to face with an orange goal post on a black background. This you presume to be the sports display, made most obvious by such titles as *Crack of the Bat* (Fenner), *Roy Campanella* (Young), *At Bat With the Little League* (Stotz), *Lore and Legends of Baseball* (Davis) and *Pete's Home Run* (Renick). Occupying a central place is a picture of our local baseball team, and a collection of autographed baseballs.

Walking around this display, you come face to face with a very important decision—choosing your vocation in life. Both fiction and non-fiction books are arranged in a stepladder fashion to imply that one's goal in life may be reached with such aids as *Choosing the Right College* by Turngren, while *Pattern for Personality* by Scott gives you an insight into the type of a person you should be for *Getting Along* by Walpole. *A Lamp Is Heavy* by Russell gives a delightful but authentic account of a nurse's preparation course.

Having made the rounds of the displays,

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#### EDITOR'S NOTE

*There are 42 enthusiastic members of the Library Club in Geo. Washington Junior High School, Endicott, N.Y. Miss La Sorte, the school's librarian, tells how the Club takes over for the library's annual Bookfair during National Book Week, and makes the project popular with pupils and teachers.*

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at the same time picking up a booklist here and there, you feel that your time was well spent—both in appreciating the books displayed and the time spent by the students

in planning and arranging such an excellent array of books. Finally, such a project is impossible without the full cooperation of every interested participant.



## How to Collect 1,000,000 Pennies for a Project

Anyone who has been in the position of a supervising principal of a high school is aware of the many ideas that are sometimes hatched up in the minds of teachers and students. Some are good; many are questionable as far as being of real worth in the educational experiences of the students.

Last October Otto Burich, our geometry teacher, came to me with what at first seemed to be about as fantastic an idea as could be conceived in the mind of either teacher or student. His idea was this. In order that his geometry students might be able to see what a million of something looked like, they wanted permission to attempt to collect a million pennies with the idea that when they were collected they would be turned over to the Lakeland Memorial Hospital, which was in dire need of funds and was then in the process of construction.

My first reaction was: "A million pennies! Why, that's ten thousand dollars! Are you really serious?" However, in trying to be the understanding principal, I suggested that we not hurry into this thing without considering carefully all the people who would be involved and any objections or obstacles that might be in the way. My idea then was not to dampen the enthusiasm of the students but to encourage them to tackle the job. Whatever they collected would still be a real benefit to the hospital even though it might be \$500 or perhaps a thousand dollars. . . .

The rest of the program is now history—how these few students started out by planning well, then turning loose hundreds of letters all over the country. These were addressed at first mostly to relatives, friends, and acquaintances of the students. Then the students started giving new addresses and thus the mailing list was increased and soon the entire area was aroused over this apparently fantastic plan. As the result of letters and publicity, money in the form of pennies, currency, checks, large and small, started dribbling in. Receipts came in slowly at first and then faster until people, including myself, were saying, "When will it drop off? When it does I'll give some to help it along." There was no letup in receipts and there was no "drop off."

On April 15, 1953, 103 school days after its start on November 5, 1952, the millionth penny was in. Many people, eager to be in the first million pennies and in the "Million Penny Parade Book," sent in checks and cash which have topped the total to well over \$11,000 at the present time.

The million pennies were on display over the Memorial Day weekend, when it was estimated that at least 1,000 people witnessed the display of these pennies on the floor of the Arbor Vitae-Woodruff High School gymnasium.

This project has been a lesson in student, teacher, and community cooperation and planning which has kept people all over the United States and the world interested in the outcome. This is borne out by the fact that contributions came from all 48 states and 19 foreign countries.—W. L. HAGEN in *Wisconsin Journal of Education*.



## Community College Boom

If college enrolments in Michigan nearly double within the next two decades, as is being freely predicted, there is little doubt that the community colleges can serve a significant portion of the additional students. Even a 50 per cent increase should cause a greater utilization of the community colleges.

The reasons are obvious: Many capable students from low-income families can obtain at low cost a good start in college by commuting to a nearby college. Other young men and women who desire vocational education beyond the high school will often be served better in the community college than in a four-year institution. Then there is also the question whether the larger institutions should expand indefinitely in size. Finally, the cost of operating the community college, per student, is less than for other colleges and the expense can be shared by the community and by the state.—ALGO D. HENDERSON in *School of Education Bulletin* (Univ. of Michigan).

# Events & Opinion

Edited by THE STAFF

**FEAR:** Some Rhode Island high-school students recently refused to answer a questionnaire on Universal Military Training lest their answers be used against them in future years. That's what State Education Commissioner Michael F. Walsh told a PTA meeting in Newport, R. I., according to a United Press news story. Mr. Walsh said that Federal and other government inquiries are making a sharp impression on the minds of American youth. He described the investigations as "perhaps the most serious undermining of American principles in history."

**AGE 8, GRADE 10:** In Lincoln, R. I., there lives an 8 year old boy, Brian Van Dale, who is in the 10th grade of a country day school in nearby Chartley, Mass. His leaps and bounds through school are recorded as follows in a New York *Post* news story:

"He started school last year at the age of 7. He covered the first five grades last year and is now finishing up the 10th. . . Brian will be graduated from high school in June, 1955. Then his parents plan to keep him at home for a couple of years before allowing him to enter college." Thus held back, presumably he won't get his college degree until he is 12, or even 13.

If you would like to learn some more about this boy with an IQ of 185, we are glad to give the paltry facts we have:

Brian plans to be a scientist. His father says, "He's pretty much of a 'loner.' He doesn't like sports and considers them a waste of time." Brian has no close friends. In his spare time he studies physics and biology for his own pleasure. He is "a handsome, healthy boy, tall and slender." Since his classmates are almost twice his age and he doesn't care for sports, he leads "a somewhat lonely life."

Brian's parents had no inkling that he was more than normally intelligent until he was 4, when they discovered that he could read: "I decided that I'd like to learn to read, so I taught myself," he explained to them. He has worn out two dictionaries and is now working on his third—result, "a huge vocabulary."

Anything constructive interests him, and he enjoys working with Erector sets and similar equipment. When he was 6 he saw the blueprints of a home his parents were going to have built. He didn't like the plans, so he shut himself up in his father's office and drew up plans for the house as he would like it. "They were completely workable

prints," says his father, "showing doors, windows, and stairways correctly." Nevertheless his parents built the house as they wanted it, Mr. Dale said a bit firmly.

This is the vignette of genius at work at the early childhood level, and on a 185 IQ plane.

**TROUT TRUANCY:** Every spring many schools throughout the U. S. are faced with a "trout truancy" problem, says Jack F. George in the *Journal of the AAHPER* (Amer. Assn. of Health, Phys. Ed., and Rec.). The first day of fishing "seems to cause a general exodus from school. The reason is very basic and logical—the students just want to go fishing!"

But the New Hampshire public schools, says Mr. George, have faced this problem and have done something about it. The opening day of the season finds the state's high schools conducting fishing derbies as planned educational programs under school supervision. Now school officials "are no longer interested in counting pupils on this day—just trout!"

The program for the day varies in different schools. A typical program calls for the students to bring their catches to school by 11 o'clock that morning, for weighing and the awarding of prizes. Then the faculty and the pupils settle down to a trout breakfast. The programs are conducted with the cooperation of local rod and gun clubs. This year some of the State's elementary schools are participating in the program.

**CLOTHING REFORM:** A directive about student grooming and dress in the high schools of Hammond, Ind., had some students grumbling recently, says a United Press dispatch. A board of education order banned "distracting" clothing, "unbecoming, vulgar garb," and weird grooming.

Item, no more sheer blouses for girls.

Item, an end to blue jeans held up by rope belts.

Item, belt-less slacks, which are worn so low they seem about to fall off, are out.

Item, no zoot-suits.

Item, boys are not to wear "ducktail" haircuts.

In 3 local high schools, principals merely warned students to watch their grooming. In a fourth high school, where unusual styles are most widespread, students were threatened with temporary expulsion until they got a haircut or toned down their clothing. Some pupils took the attitude that "They shouldn't tell us how to dress." But talk of open

demonstrations "subsided into harmless grumbling."

The United Press reporter offers these gruesome facts about the "ducktail" haircut: The coiffure makes the back of a boy's head "look like the rear end of a duck, with hair swept back along both sides to a middle line along the back of the skull. In some cases the hair is so long it hangs down almost to the shoulders.

We have pondered this matter from the point of view of the suppression of liberty, and from the point of view of the "ducktail" boys who have made a hollow quackery of it, and find that we simply have no comment to make.

**BIGGEST CAMPING PROGRAM:** The Dearborn, Mich., Public Schools have the largest school camping program of any school system in the U. S., announces the Board of Education of that city. Experiments in camping projects for Dearborn high-school students were begun as cooperative projects with high schools in Ann Arbor and Highland Park, Mich. Later elementary and junior-high grades were included in the project, which was confined to 10 or 12 weeks of the school year.

Now the Dearborn schools have leased a camp for their exclusive use, throughout the school year. Each week during the year three classes are scheduled at the camp. The 96 classes that will attend the camp this school year were chosen from grades 5, 6, and 8. Teachers are enthusiastic about the way they get to know their pupils better during the week at camp.

**LESSON ON POLLS:** Teenagers apparently came out rather badly in a recent poll conducted by the Purdue University Opinion Panel, report Jean Barge, Herbert P. Davis, and Kathryn Hoggarth in *New York State Education*. That is, quite a proportion of the 15,000 Midwest teenagers who participated seem to "reject the freedoms guaranteed by our Bill of Rights":

Some 25% of the students favored prohibiting the right of the people to assemble peaceably and would limit the right to approved organizations. Police, said 26%, should be allowed in some cases to search a person or his home without a warrant. About 15% would deny to some criminals the right to have a lawyer. Some 58% agreed that police may be justified in giving a man the "third degree." And only 45% thought that newspapers should be allowed to print anything they want except military secrets.

Studying the Purdue poll questions, the authors found that these were too general and outside the experience of the teenagers to get an accurate response concerning their attitudes toward Bill of Rights freedoms. Miss Barge and her collaborators then prepared a questionnaire that contained the

original Purdue questions, and a recasting of each question in terms of a parallel school situation common to the students' experience. The teenagers who participated in this "revised poll" came out overwhelmingly for the Bill of Rights freedoms.

The authors contend that such Purdue questions as that on freedom of the press in general, and on the right of the accused to know who is accusing him, went over many teenagers' heads. But the two questions, revised and presented in terms of the freedom of the school newspaper, and the right of a student to know why a certain teacher sent him to remedial session after school, were readily grasped by young people and given the right response.

**PADDLING, RISE AND FALL OF:** Recently paddling for demerits was adopted by Cathedral Choir School, a private boarding school that supplies the choirboys for the Cathedral of St. John the Divine in New York City—and things began to happen. News items in various local newspapers tell the story this way:

The paddling plan was inaugurated to replace the withholding of privileges (such as watching TV) from boys who earned demerits. Pupils were whacked from 2 to 8 times, according to the number of demerits they had earned during each 24-hour period. A "large flat paddle" was used on the boys, who were peeled to "one layer of clothing." On the average, from 8 to 14 boys (in a student body of some 50) were being paddled daily.

As parents got wind of this, some began complaining bitterly and some began yanking their offspring out of the school. And quickly the paddling regime was ended by a return to withholding privileges. Final score: parents mollified; pupils somehow disgruntled at the prospect of no paddling; and the school authorities resigned to their loss of "a good old-fashioned idea." A flurry of wires, phone calls, and letters from outsiders was reported 10 to 1 in favor of paddling (the old story of "Whose ox is being gored?"). The headmaster of the school "attributed feeling against the paddle to a growing materialism" (though we had never thought of paddles as very spiritual implements).



## Mine Good, Yours Bad

Most articles in the literature about counseling have enumerated the merits of one system while criticizing all the other systems that have been developed. Much time and space have been wasted trying to show that one system of counseling is better than another.—WILLIAM C. COTTLE in *Personnel and Guidance Journal*.

## *Book Reviews*

ROBERT G. FISK and EARL R. GABLER, *Review Editors*

*Student Councils in Action*, by LESTER A. KIRKENDALL and FRANKLIN R. ZERAN.  
New York: Chartwell House, Inc., 1953.  
240 pages, \$3.25.

This is the best book of its kind that I have seen. I would say that it is a "must reference" for anyone having the responsibility of directing a student participation and student activity program.

Kirkendall and Zerán have a refreshing professional approach to analysis and explanation of this field of education that too long has been treated as an appendage rather than an integral part of our secondary educational program. There is first presented an excellent hypothesis upon which a sound program of student participation should be built. This presentation is neither preachment nor dogmatic but a discussion which reflects rich practical experience and a penetrating knowledge of those problems which are faced by people who have the responsibility of leading students in this great area of secondary education.

An excellent appendix, bibliography, and index supplement the many suggestions and examples which the authors give throughout the book.

Such controversial areas as the place of the student council in school discipline are well treated. Organizing, financing, and sponsoring activities of the student council are developed in detail and in a manner which again reflects a keen insight into the problems as well as the possibilities of student participation. Throughout the book emphasis is placed on the desirability of making the student-activity program complementary to the total school program. This book will be of real help to most student-council advisers or others interested in developing a well-rounded student-council program.

A. EWING KONOLD, Prin.  
Santa Monica High School  
Santa Monica, Cal. --

*Social-Studies Skills* (Rev. & Enlarged Ed.), With Individual Self-Testing Key, by FORREST E. LONG and HELEN HALTER.  
New York: Inor Publishing Co., 1954.  
Book, 136 pages, \$1.85; key, 36 pages, \$.12.

*Social-Studies Skills* is a practical, how-to-do-it text for junior-high students. Any social-studies teacher who feels that there is a problem in teaching students how to study—and who doesn't?—will find this 136-page text and its 36-page key very real teaching aids.

As an example of the use of this book, it would

answer the teacher's need as he wonders just how he will get his class to work effectively in committees. Chapter (Called "Skill 8") 8, "How to Do Committee Work," presents the methods, advantages, pitfalls. Students and teacher can learn together just how to go about the committee method of learning and teaching. At the end of a very few pages of reading the students learn techniques for the method, and they can then test and retest themselves on the skills involved. Each of the twenty-three skills uses a similar approach; explanation, test and retest.

To take one more example, Skill 22, "How to Take Notes," gives the basic approaches to the skills of note-taking from both lecture and printed page. This work, in turn, is followed by an exercise, a test, and a retest. A teacher could easily use the testing patterns for more drill if an individual or the entire class needed such. And in this chapter, as in others, the 36-page key can be used by the individual student to correct his own work.

Apparently the vocabulary has been carefully checked for grade placement by the authors. The reviewer handed the book to three different junior-high students, and all three felt that the vocabulary was easy to understand.

As a matter of fact, the reviewer feels that the book could be used effectively by many children of the fifth and sixth grades.

Although it is not possible to cover every study skill in such a publication, the reviewer suggests that the tenth printing (the present one is the ninth) include Chapters 24 and 25 on these subjects: (24) How to Take A Field Trip; and (25) How to Plan My Time and Work Budgets for Unit Assignments. Also, an index might be advantageous to the student owner of the text. It is just possible that the Table of Contents may take the place of the index for this particular book. On the other hand, an index "belongs"; particularly in a book where Skill No. 11 tells "How to Use an Index."

A good selection of written materials, an underlying philosophy that would help to build a good school community, and enough graphs, charts, and illustrations to break up the monotony of line format—all these contribute toward a workable and usable junior high school textbook.

EDWIN A. JUCKETT  
Supervising Principal  
Hyde Park Central School District  
Hyde Park, New York

*Sexual Behavior in the Human Female*, by ALFRED C. KINSEY, WARDELL B. POMEROY, CLYDE E. MARTIN, and PAUL H. GEBHARD. Philadelphia: W. B. Saunders Co., 1953. 842 pages, \$8.00.

The contents of this book, a companion volume to *Sexual Behavior in the Human Male*, have been so widely publicized that no résumé is called for here. For the educator this book, simply as a book, is probably less important than the one on males. Essentially it adds to the documentation of the first volume to support the conclusion that for both sexes much sexual activity goes on, and that the amount of it is probably increasing. This is the case particularly, after the onset of puberty. Criticisms of sampling or statistical procedures might indicate some margin of error in the figures, but cannot, I believe, alter the foregoing conclusion in any important respect.

The most valuable section will probably be Part III, "Comparison of Female and Male." In this part, however, the outstanding weakness of the project as it has been developed by Dr. Kinsey and his associates needs to be kept in mind. Sex is regarded too largely as a biologic function. The reader will get little or no concept of the motivations for sexual behavior, particularly the deeper, hidden ones. Nor will he obtain a sense of the qualitative aspects of sexual experience. Sexual behavior is primarily an "outlet"; its influence upon human interrelationships is not spelled out.

The influence of this volume is, however, another matter. It is added force to the growing need for educators to face frankly with young people the problem of fitting sex meaningfully into a mature, integrated pattern of living. Upon this problem the book offers little assistance, but it does considerable to increase the need for such help.

I have heard much discussion of the Kinsey Reports and their meaning so far as sexual conduct is concerned. The discussions, however, seem confined to the members of the particular groups involved. High-school or college youth discuss it guardedly in their groups, the teachers, administrators, and parents equally guardedly in theirs. The obstacle to breaking across group lines and discussing sexual matters freely, maturely, and objectively with each other has yet to be surmounted, but the Reports make it abundantly clear how much such consideration had always been needed. By literally

"pulling the lid off" they have created a climate which makes it even more urgent.

In reviewing the first Kinsey Report in the May 1948 CLEARING HOUSE I wrote that its findings and implications needed to form the subject matter of teachers' meetings and educators' conferences. If that was a need then it is doubly so now. We may continue to play ostrich while Kinsey and his associates prepare their next volume. But the longer we hide the harder will be our task when we are finally forced to recognize the upheaval in thinking about sex which these Reports and numerous other factors are causing in our society.

LESTER A. KIRKENDALL  
Assoc. Prof. of Family Life  
School of Home Economics  
Oregon State College  
Corvallis, Ore.

*Educators Guide to Free Slidefilms*, 5th Annual Ed. 1953, compiled and edited by MARY F. HORKHEIMER and JOHN W. DIFFOR. Randolph, Wisc.: Educators Progress Service, 1953. 185 pages, paper bound, \$4.

This edition of the *Guide* contains 609 free film-strip titles and 12 sets of free slides. This is an increase, in the number of titles listed, of approximately 61% over the first edition published in 1949. There are 72 sources listed for the filmstrips and slides—32 more than were listed in 1949.

In the first section of the *Guide* titles are listed alphabetically under specific subject areas. A brief annotation, as well as other pertinent information, is included for each title in this section. The second section is an alphabetical, title-only listing. The third section is an alphabetical, subject-and-title-only index. The fourth and last section lists the sources and availability of the titles mentioned in the previous sections. Each section is printed on differently colored papers.

Thirty-seven of the filmstrips listed may be obtained and retained permanently by an individual school without charge.

Used along with the companion volume, called *Educators Guide to Free Films* and published by the same company, this index should be an invaluable reference for any school operating on a negligible or non-existent audio-visual budget.

Once a school or an individual buys an edition of either of the aforementioned *Guides*, future editions arrive automatically whether they are requested or not. Several teachers and administrators have told this reviewer that they did not like this procedure. They want to request before receiving.

GEORGE H. ROSEMAN  
Coordinator, A-V Services  
Chico State College  
Chico, Cal.

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**Modern School Shop Planning.** Ann Arbor, Mich.: Prakken Publications, 1953. 113 pages, 139 illus., plastic bound, \$2.50.

Although there have been a considerable number of magazine articles devoted to the topic of school shop planning in recent years, and in some instances there have been monographs distributed by manufacturers and educational agencies, this is the first published book to cover the entire subject. Lawrence Prakken has done a commendable job in collecting and editing this most valuable reference work in the field of industrial education.

The book is divided into units or chapters on such topics as general shop planning, auto shop, graphic arts, machine shop, woodworking shops, etc. There are excellent photographs of existing shops and of many specific details such as tool panels, utilities, storage facilities, etc. Quite a number of floor plans of exemplary shops in schools throughout the United States are included in the book. Valuable information and lists on equipping the school shop with the necessary tools and machines is just one of the many fine features of this book. Many pages are devoted to safety practices, purchasing details, and building-code laws affecting shop design.

One might find fault with the book for its lack of more specific architectural details of modern shops. Mention is made of the need for adequate artificial lighting, but there are no specific references to the best type of light to use. The same criticism may be made about coverage of ventilation, dust collection, acoustical treatment, etc. Brief documentation of scientific research would have been adequate in this respect.

The value of this reference work will be particularly great for the school superintendent, the architect, or the industrial-arts teacher. The author states that "Schools being planned and built now will probably be in use in the year 2000. Foresight is needed if these new facilities are to operate with educational efficiency over a long period of years." In my estimation he has made a notable contribution to the development of that foresight.

GEORGE L. SOGGE  
Central Washington College  
Ellensburg, Wash.

**Reorganizing the High-School Curriculum** (rev. ed.), by HAROLD ALBERTY. New York: The Macmillan Co., 1953. 560 pages, \$5.25.

Dr. Alberty's first edition of *Reorganizing the High-School Curriculum*, which appeared in 1947, has been widely used since that time in college courses on the supervision and curriculum of secondary education. The current new edition will continue to offer teachers and students a broad view

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of the high school, past and present, and will project them into the future in the light of new trends arising out of the needs of the individual and of society in our dynamic culture.

After an appraisal of the present status of high-school education, Part I develops the philosophical, social, and psychological foundations of the curriculum and how the author sees them as supplying the bases for modern programs. Albery argues strongly for the experimentalist point of view and its interpretation of democracy, plus the organismic conception of learning. This reviewer believes that a more comprehensive analysis of conflicting doctrines might have been appropriate, particularly at this time when public education is being challenged vigorously from some quarters which represent other persuasions.

Part II deals with the problem of curriculum design much as it did in the first edition. However, Part III represents a definite improvement in organization and emphasis over the earlier book. This section suggests the fundamental unity existing between curriculum development and a general method of teaching in a way which is not typically found either in books on curriculum planning or in those dealing with methods of teaching. Chapter titles such as "Democracy at Work in the Classroom" and "Guidance in the Classroom" are suggestive of the intent of this portion of the book.

Part IV, as in the first edition, and one chapter in Part III, give the reader a full treatment of unit building and its relationship to over-all curriculum development. This section is the strongest in the book and could well have been its capstone. However, Albery goes on in Part V to suggest ways of working on curriculum change by a total staff or system. What is said is important, but not sufficient, in this reviewer's opinion.

This book remains one of the half-dozen most significant books on the secondary school. As such, any revision of it in the light of changing times merits careful reading by all students of education.

PAUL M. HALVERSON  
Assoc. Prof. of Education  
Syracuse University

## BOOKS RECEIVED

*Practical Parliamentary Procedure* (rev. ed.), by ROSE MARIE CRUZAN. Bloomington, Ill.: McKnight & McKnight Publishing Co., 1953. 219 pages.  
*Project Workbook in Driver Education* (rev. ed.)—for use with *Sportsmanlike Driving* by HELEN K. KNANDEL. Washington, D.C.: American Automobile Association, 1953. 160 pages.

(Continued on page 510)

**"The authors apparently feel—  
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a Little Drill <sup>never</sup> hurt Anybody"**

—review in *The Civic Leader*

*The review says:* "The successive printings of this supplementary textbook—this is the ninth since 1942—have been prepared especially for students in grades 6-10, but they have proved to be almost as useful throughout the entire senior-high-school course.

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skills study, this book relieves teachers and librarians of the onerous task of preparing such materials. Each unit is organized to include directions to students, practice materials, a test, and a retest. The 'Individual Self-Testing Key' enables pupils to check their own (or one another's) work and to proceed independently.

"The book has a reading difficulty of sixth-grade placement. Selected units may be taught as needed during the year, or the work may be covered by an average class in a short course of six to seven weeks."—Review in *The Civic Leader*, Civic Education Service, Washington, D.C.

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# The April Clearing House Is Here

*The following excerpts are clues to good professional reading in THE CLEARING HOUSE for April.*

We have learned that structural devices such as "integrated programs" may foster the true integration of growth and learning. We have learned also that the same goals may be achieved by the best teachers in separated subject-field classes.—*Gertrud Addison*, p. 456.

A band of teachers teamed up at Oak Ridge High School in the name of citizenship and brought a benevolent kind of Trojan horse into the high school. The building was soon invaded by a horde of women who turned out to be as well-armed as any core teacher or social-studies teacher. The women came from the League of Women Voters.—*Reef Waldrep*, p. 457.

... Summer travel beyond our borders, even under the best guidance, can be as misleading in its effects as it can be instructive and informative. Much has to be done by way of experimentation before such travel can live up to its high potential for international amity.—*Lothar Kahn*, p. 459.

... Eighth-grade students taking the Pennsylvania geography course at West Allegheny Junior High School, Imperial, Pa., boarded a DC-3. This plane, between its scheduled commercial flight commitments, would be their "aerial classroom" for the next thirty to forty minutes while they acquired, on the spot, some geographical concepts.—*Jo Kress*, p. 465.

... The subject that could well be reduced to zero, the one as popular as castor oil with students and as frustrating as Russia's double-talk to their teachers, is English.—*Alice I. Murray*, p. 467.

When not doing graduate study, I have worked as a playground supervisor, factory worker, post-office clerk, and general clerk-typist. Never once have I felt my summer could have been spent more profitably if I had continued to attend summer schools or to take an "educational trip."—*Arline Zehnder*, p. 473.

Adolescence is not carefree! It can be the most miserable, tormented period of our lives, for probably at no other time is an individual so thoroughly confused and so much alone.—*Edward R. Krivda*, p. 479.

This is a description of a course in occupations for potential dropouts, taught to ninth-grade boys in the Toaz Junior High School at Huntington, N. Y.—*Flynn, Saunders, and Hoppock*, p. 486.

I must never use a weapon of control which I deny to pupils because of my position. I must remember that if I speak sharply, the sharpness which it instantly begets can never with impunity be bandied back by them. In order to control the youthful, I must first control myself.—*Ann Ess Morrow*, p. 492.

## Articles featured in the April Clearing House:

The Integrated Courses in Los Angeles .....	<i>Gertrud Addison</i>	451
We Brought in the League of Women Voters .....	<i>Reef Waldrep</i>	457
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Aerial Classroom: Geography from a DC-3's Windows .....	<i>Jo Kress</i>	465
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(Continued from page 506)

*Rural Social Systems and Adult Education*—A Committee Report, edited by J. ALLAN BEEGLE. East Lansing, Mich.: Michigan State College Press, 1953. 392 pages, \$5.

*Schools and the Development of Good Citizens*, by STANLEY E. DIMOND (The Final Report of the Citizenship Education Study, Detroit Public Schools and Wayne University). Detroit: Wayne University Press, 1953. 215 pages, \$3.50.

*Television in School, College, and Community*, by JENNIE WAUGH CALLAHAN. New York: McGraw-Hill Book Co., 1953. 399 pages, \$4.75.

*Twelve Citizens of the World*—A Book of Biographies, by LEONARD S. KENWORTHY. Garden City, N.Y.: Doubleday & Co., Inc., 1953. 286 pages, \$3.50.

*Working Together for Better Schools*, by J. WILMER MENGE and ROLAND C. FAUNCE. New York: American Book Company, 1953. 149 pages, \$2.

### **Adapted Editions**

New York: Globe Book Company:

*The Bounty Trilogy* by Nordhoff and Hall, adapted by FLORENCE D. JONES. 630 pages, \$3.

*Captains Courageous* by Rudyard Kipling, ed. by FREDERICK HOUK LAW. 235 pages, \$1.84.

*Favorite Modern Plays*, selected and edited by FELIX SPER. 530 pages, \$3.

*O. Henry's Best Stories* ed. by LOU P. BUNCE. 297 pages, \$2.40.

*The Return of the Native* by Thomas Hardy, ed. by VERDA EVANS. 439 pages, \$2.32.

*The Voice of Bugle Ann* by MacKinlay Kantor, ed. by FREDERICK HOUK LAW. 116 pages, \$1.80.

### **Biography and Fiction**

*The Devil's Tail*—Adventures of a Printer's Apprentice in Colonial Virginia, by EDITH THACHER HURD. Garden City: Doubleday & Co., 1954. 216 pages, \$2.75.

*Freedom Train*—The Story of Harriet Tubman, by DOROTHY STERLING. Garden City, N.Y.: Doubleday & Co., 1954. 191 pages, \$2.50.

*Hoosier Heritage*, by ELISABETH HAMILTON FRIERMOOD. Garden City, N.Y.: Doubleday & Co., 1954. 221 pages, \$2.75.

*Teen-age Tales*, by RUTH STRANG and RALPH ROBERTS. Boston: D. C. Heath and Co., 1954. Book One and Book Two, 248 pages, \$2 each.

*When Washington Traveled—as a Pioneer, a Statesman, and a Private Gentleman*, by MARION LANSING. Garden City, N.Y.: Doubleday & Co., 1954. 224 pages, \$2.75.

## ➤ Audio-Visual News ➤

JOHN ALPERT and ERWIN ECKHAUSER, Editors

**HISTORICAL RECORDINGS:** "Enrichment Records Series," based upon the Landmark Books of Random House; 12 titles, offered on non-breakable records, either as a set of two 10-inch, 78 rpm records for each title (\$2.80); or as single 10-inch, 33 $\frac{1}{3}$  rpm records containing two titles (\$3.56). Issued by Enrichment Records, 246 Fifth Ave., New York 1, N.Y. The 12 titles available now are: *Voyages of Christopher Columbus*, *Landing of the Pilgrims*, *California Gold Rush*, *Riding the Pony Express*, *Paul Revere and the Minute Men*, *Our Independence and the Constitution*, *Building the First Transcontinental Railroad*, *Wright Brothers: Pioneers of American Aviation*, *Explorations of Pere Marquette*, *Lewis and Clark Expedition*, *Monitor and the Merrimac*, and *Lee and Grant at Appomattox*.

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moments of American history absorbing to young people. Enrichment Records are useful for history and English teachers in motivating the study of American history and in stimulating pupils to read various books about the period covered. (Upper Elem., Jr.H, HS).

**MUSIC:** "Music Master Series," set of 10 albums of either 78 or 33 $\frac{1}{3}$  rpm unbreakable records, \$29.95 (10-day approval) distributed by Educational Audio Visual, Inc., 103 E. 125th St., New York 35, N.Y. Each album contains the narrated life story and selected music composed by one of the following: Beethoven, Mozart, Schubert, Chopin, Tchaikovsky, Mendelssohn, Schumann, Greig, Bach, and Strauss. Narrators include Jose Ferrer and John Loder. The masterpieces of each composer are performed by soloists and orchestras.

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**DEWEY DECIMAL SYSTEM:** *Librarian's Visual Aid Chart*, issued by Van Allyn Institute, Woodland Hills, Cal. The structure of the Dewey Decimal Classification System for library books, dramatized on this chart, is organized in a "wheel" formation that makes it easy for students to grasp the 10 primary classifications and 100 secondary classifications. The chart should be useful in teaching pupils how to locate a book and how to make better use of library facilities. This teaching aid was designed by Dr. Keith Van Allyn and Gerald D. Turner, audio-visual director, Calaveras County Schools, California. Offered in the following forms: 17" x 22" ledger bond, printed in blue, \$1.25; 17" x 22" full color poster, \$3; 27" x 34" full color laminated classroom wall chart, \$12.50; package of 50 sheets for student use, 8 1/2" x 11" printed in blue, \$2.40. (Jr.H, HS)

**SPRING BULBS:** *Nations United for Spring*

*Beauty*, 2 reels, 20 min., sound, color, free except for transportation both ways, distributed by Films of the Nations, 62 W. 45th St., New York 36, N.Y. Sponsored by the Associated Bulb Growers of Holland. This is the story of research, labor, and inspection that are combined to produce the tulips, daffodils, hyacinths, and other bulb flowers for which Holland is famous. The color photography of flowers is interesting, but the technical scenes are detailed and informative. As an exception to the rule of quarantine inspection of all bulbs, seeds, plants, trees, or shrubs after they reach the U.S., our country and Holland cooperate in making joint inspection in the fields, bulb sheds and loading docks in Holland. (Jr.H, HS)

**LITERARY:** *American Literature—Early National Period*, 1 reel, sound, color (\$100) or B&W (\$50), issued by Coronet Films, Coronet Bldg., Chicago 1, Ill. The first real literature of America is presented here in the writings of Philip Freneau, William Cullen Bryant, Washington Irving, and James Fenimore Cooper. They found a wealth of subjects in the native scene, the natural beauty, the folk legends, the humor, and the various traditions which were characteristically American. (Jr.H, HS)

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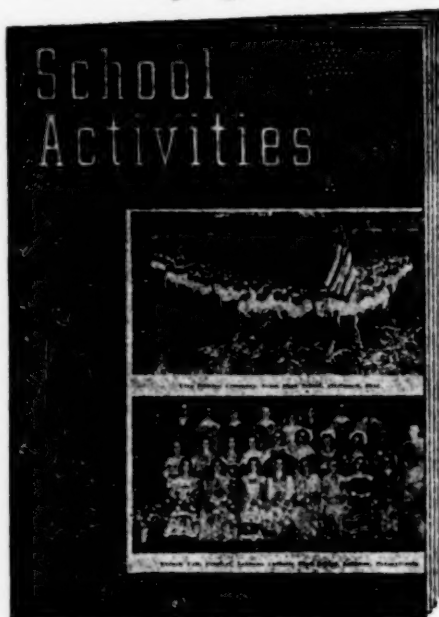
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